

**DETERMINANTS OF SUCCESS OF CONSTITUENCY DEVELOPMENT PROJECTS
IN MBOONI CONSTITUENCY, MAKUENI COUNTY, KENYA.**

BY

MUCHIRI M. STANLEY

D53/CE/23055/2010

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE IN MASTERS OF BUSINESS
ADMINISTRATION (PROJECT MANAGEMENT OPTION) IN THE SCHOOL OF
BUSINESS, DEPARTMENT OF MANAGEMENT SCIENCE, KENYATTA
UNIVERSITY**

FEBRUARY, 2014

DECLARATION

This is my original work and has not been presented to any other institution for a degree or any other award.

MUCHIRI M. STANLEY

D53/CE/23055/2010

Signature: _____ Date _____

This research project has been submitted for examination with my approval as the university supervisor.

JANESTHER KARUGU

Lecturer, Department of Business Administration

Kenyatta University

Signature: _____ Date: _____

This research project has been submitted for examination with my approval as the chairman of the department

GLADYS KIMUTAI

Chairperson

Department of Management Science

Signature: _____ Date: _____

DEDICATION

I dedicate this work to my parents Joseph Muchiri and Rose Muchiri for their support and encouragement in my studies and to my brothers Kennedy, Mwangi, Karanja and Martin for being an inspiration in my life. I also dedicate it to my friends and workmates for their support and encouragement throughout my studies.

ACKNOWLEDGEMENT

I would like to thank the Almighty God who has enabled me to go this far. My sincere gratitude goes to all those who have contributed in various ways towards the success in my studies.

I am indebted to the following persons for their support; my supervisor for her invaluable guidance, my lecturers for guiding me throughout my course and course mates at Kenyatta University, my dear parents and friends.

Thanks

TABLE OF CONTENTS

Declaration	ii
Dedication	iii
Acknowledgement	iv
List of Figures	x
List of Abbreviations and Acronyms	xi
Operational Definition of Terms.....	xii
Abstract	xiii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background Information	1
1.1.1 CDF Success.....	2
1.2 Statement of the problem	3
1.3 Objectives of the Study	4
1.3.1 General objectives	4
1.3.2 Specific objectives.....	4
1.4 Research Questions	4
1.5 Significance of the study	5
1. 6 Scope of the Study.....	5
1.7 Limitations and Assumptions.....	5
1.7.1 Limitations.....	5
1.7.2 Assumptions	5

CHAPTER TWO: LITERATURE REVIEW	6
2.1 Introduction	6
2.2 Project	6
2.3 Project management	7
2.4 Theoretical Literature Review	8
2.4.1 The theory of constraints	8
2.5 Empirical Literature Review	8
2.5.1 The Project Manager	8
2.5.2 Project Team Training	10
2.5.3 Stakeholder involvement	12
2.6 Critical Review of Literature	13
2.7 Conceptual Framework	14
CHAPTER THREE: RESEARCH METHODOLOGY	16
3.1 Introduction	16
3.2 Research design	16
3.3 The target population	17
3.4 Sampling strategy	17
3.5 Data collection tools and techniques	18
3.6 Validity	18
3.7 Reliability	18
3.8 Data Analysis	19

3.9 Research Ethics	19
CHAPTER FOUR: DATA PRESENTATION AND FINDINGS	20
4.1. Introduction	20
4.2. Demographic descriptive analyses	20
4.2.1. Gender of respondent.....	20
4.2.2. Position of respondent	20
4.2.3. Education level of respondent	21
4.2.4. Professional training of respondent	22
4.3. CDF Project Success	22
4.3.1. Completion	22
4.3.2. Project duration.....	23
4.3.3. Project cost	23
4.3.4. Budget sufficiency.....	24
4.3.5. Rating of the CDF projects	24
4.4. Project management	25
4.4.1. Project manager influential rating Scores.....	25
4.5. Project team training	26
4.5.1. Project team training determinants rating Scores	26
4.5.2. Opinion on project team training.....	27
4.6. Project stakeholders participation	27
4.6.1. Stakeholders participation rating Scores	27

4.6.2. Opinion on CDF project improvement and success	28
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	29
5.1. Summary	29
5.2. Conclusion.....	30
5.3. Recommendation.....	30
5.4 Recommendation for Further Research.....	31
REFERENCES	32
APPENDICES	36
APPENDIX I: INTRODUCTION LETTER.....	36
APPENDIX II: QUESTIONNAIRE	37
APPENDIX III	41
Observation Checklist	41

LIST OF TABLES

Table 3.1 Sampling Strategy	17
Table 4.1 Gender of Respondent.....	20
Table 4.2 Position of Respondent.....	21
Table 4.3 Education Level of Respondent.....	21
Table 4.4 Professional Training of Respondent.....	22
Table 4.5 Completion.....	23
Table 4.6 Project Duration.....	23
Table 4.7 Project Cost.....	24
Table 4.8 Budget Sufficiency.....	24
Table 4.9 Rating of CDF Projects.....	25
Table 4.10 Project Manager Influential Rating Scores.....	26
Table 4.11 Project Team Training Determinants Rating Scores.....	26
Table 4.12 Opinion on Project Team Training.....	27
Table 4.13 Stakeholder Participation Rating Scores.....	28
Table 4.14 Opinion on CDF Project Improvement and Success.....	28

LIST OF FIGURES

Figure 2.2 Conceptual Framework.....	16
--------------------------------------	----

LIST OF ABBREVIATIONS AND ACRONYMS

CDF:	Constituency Development Fund
CDCs:	Constituency Development Committees
SPSS:	Statistical Package for Social Science

OPERATIONAL DEFINITION OF TERMS

Constituency: is a unit of political representation which represented by an elected member of parliament

Constituency Development Fund (CDF): a fund established in 2003 to spur grass root development managed at the constituency level

Project: A project is defined as a temporary endeavour undertaken to create a unique product or service

Project success: The ability of a project to be completed within its budget, due date and within the intended design.

Project management: the application of knowledge, skills tools and techniques to project activities in order to meet the stakeholder's needs and expectations of the project

Stakeholder involvement: the active engagement of all individuals or groups who have an active stake in the project.

ABSTRACT

Constituency development fund (CDF) was established in 2003 through the CDF Act in the Kenyan Gazette Supplement No. 107 (Act No. 11) of 9th January, 2004. It was established as an attempt to balance development among regions in the country by devolving funds proportionate to the poverty index in each constituency. The fund was designed to support constituency-level, grass-root development projects. It was aimed to achieve equitable distribution of development resources across regions and to control imbalances in regional development brought about by partisan politics. It targets all constituency-level development projects, particularly those aiming to combat poverty at the grassroots. The CDF program has facilitated the putting up of new water, health and education facilities in all parts of the country, including remote areas that were usually overlooked during funds allocation in national budgets. Unlike other development funds that filter from the central government through larger and more levels of administrative organs, constituency development funds go directly to the local levels. CDF projects have however faced a number of challenges and this is evidenced by the number of projects that have stalled while others have been completed and are yet to become operational. The purpose of this study was to investigate the determinants of the success of CDF projects in Mbooni Constituency in Makueni County. The study derived its data from various development projects funded by CDF in Mbooni constituency. Data primary in nature was collected because the researcher wanted to establish the major determinants of success of CDF projects. Both qualitative and quantitative data were used in the research. A descriptive research design was used for the purpose of the study. The study focused on reliable response from CDF managers, project implementers and project beneficiaries. The data was collected by use of questionnaires, observation checklists and interviews. The data collected was analyzed and interpreted both quantitatively and qualitatively using statistical tools such as Statistical Package for Social Sciences (SPSS) and Microsoft excel. The data was presented using descriptive statistics and correlation statistics. The findings of the study had both theoretical and practical implications on the future of CDF projects and National Development in Kenya particularly in the rural areas. The findings of this research were very helpful to CDF project managers and teams, research institutions and the government who are the major stakeholders.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Parliamentary involvement in grassroots projects and in community development has been growing in a diverse set of countries, including Kenya, Pakistan, India, Uganda, Bhutan, Jamaica and Papua New Guinea. One policy tool for this involvement is Constituency Development Funds (CDFs), which dedicate public money to benefit specific political subdivisions through allocations and/or spending decisions influenced by their representatives in the national parliament. Policy making on CDFs, including goals and size of the funds; the structure of decision making on the use of the funds at all stages of implementation; oversight of CDF operations; and the relative influence of different individuals and groups in making policy; CDFs resemble the venerable U.S. congressional allocations generally called “pork barrel,” “earmarks” or “member items” in national and state-level policy making. Operations of CDFs have sometimes been controversial because they raise fundamental questions about the efficacy of government service delivery, the extent to which such service delivery can be made accountable, the role of legislators in selecting development priorities, and how public participation in policy making can be made more meaningful (Baskin, 2010).

The CDF is the foundation for the new partnership between developed and developing countries to achieve improvements in sustainable growth and poverty reduction that will help countries achieve Millennium Development Goals (Harvey, 2003). The rapid adoption of the project approach has and continues to enable organizations achieve their objectives (Meredith and Mantel, 2006). However, adoption of project approach has led to some misapplications. The rapid adoption of the project approach has three implications: First, there are many projects that

are being conducted but fall outside the organization's state mission. Secondly, there are many projects that are conducted and are completely unrelated to the strategy and the goals of the organization and lastly, there are many projects with funding level that are excessive related to their expected benefits.

1.1.1 CDF Success

The Kenyan Constituency Development Fund (CDF) was introduced in 2003 during the Kibaki presidency. The fund was designed to support constituency-level, grass-root development projects. It was aimed to achieve equitable distribution of development resources across regions and to control imbalances in regional development brought about by partisan politics. It targeted all constituency-level development projects, particularly those aiming to combat poverty at the grassroots. The CDF program has facilitated the putting up of new water, health and education facilities in all parts of the country, including remote areas that were usually overlooked during funds allocation in national budgets.

The Constituency Development Fund was introduced in Kenya in 2003 with the passage of the CDF Act 2003 by the 9th Parliament of Kenya. The CDF Act provides that the government set aside at least 2.5% of its ordinary revenue for disbursement under the CDF program. Three quarters of the amount is divided equitably between Kenya's 210 constituencies whilst the remaining 1/4th is divided based on a poverty index to cater for poorer constituencies. The constituency is the unit of political representation in Kenya of which there are 210 in the country. Each constituency is further subdivided into locations for local administrative purposes. A district is a grouping of 4-6 constituencies and before the implementation of CDF in 2003; the district was hitherto considered the unit of local development.

There are indicators that CDF is helping provide success to communities that for many years did not benefit substantially from Government services. In particular the poor have in the past experienced serious problems accessing basic services that are now made available through CDF. Nevertheless there are increasing concerns that the funds are not being utilized optimally (Kaimenyi, 2005)

1.2 Statement of the problem

A huge sum of community development funds has been committed to development projects in each constituency since the inception of the CDF kitty in 2003. The sole aim of these funds has been to mitigate against poverty and also control imbalances in regional development .However, despite the fact that CDF act stipulates how the funds should be managed, there has been a debate on whether the funds are effectively and efficiently utilized. There have also been concerns about the utilization of constituency development funds. Most of these concerns revolve around issues of allocative efficiency. (Radoli, 2009), highlights that some of the constituency characteristics that impact on the efficiency and efficacy of CDF and also political economy aspects associated with this program.

(Bagaka, 2008) noted that a number of projects despite being completed remain under utilized or un-operational .He pointed out that new projects are initiated and under taken while the existing and ongoing ones are left to deteriorate due to underfunding .His views provoke the need to evaluate the optimality of the project selection and priotization methods in place.

From this debate, the need to understand the factors influencing the success of the CDF projects cannot be overstated. Analyzing the factors will aid in understanding and improving the circumstances under which the CDF projects are identified, selected, priotized and implemented.

This study was aimed at analyzing the factors influencing CDF projects success as well as making recommendations for maximizing project success.

1.3 Objectives of the Study

1.3.1 General objectives

The general objectives of this study were to investigate the determinants of success of CDF projects in Mbooni Constituency, Makueni County, Kenya.

1.3.2 Specific objectives

The study was guided by the following objectives:

- a) To determine the influence of project managers in the success of CDF projects in Mbooni Constituency, Makueni County, Kenya.
- b) To determine the influence of project team training on CDF project success in Mbooni Constituency, Makueni County, Kenya.
- c) To establish the influence of stakeholder involvement in project management on CDF project success in Mbooni Constituency, Makueni County, Kenya.

1.4 Research Questions

The study sought to address the following questions

- a) How does the project manager affect success of CDF projects in Mbooni Constituency, Makueni County, Kenya?
- b) How does project team training influence success of CDF projects in Mbooni Constituency, Makueni County, Kenya?
- c) How does stakeholder involvement in project management influence success of CDF projects in Mbooni Constituency, Makueni County, Kenya?

1.5 Significance of the study

The purpose of the study was to investigate the factors influencing success of CDF projects in Mbooni constituency. The findings of this study would be useful to the government in formulating procedures and policies regarding CDF projects. The study would enlighten the members of Constituency Developments Committees in appointing project teams and also involving the stakeholders in the selection of projects. Stakeholders would also be empowered to identify their role in influencing success of CDF projects.

1.6 Scope of the Study

The study was limited to Mbooni constituency in Makueni County. It is one of the largest constituencies in the county. The study was designed to establish the factors influencing CDF projects success in this constituency. The study was confined to the CDF managers, project teams and beneficiaries in the constituency.

1.7 Limitations and Assumptions

1.7.1 Limitations

The capacity to reach the various projects affected the data collection on time. The researcher had research assistants to aid in the same. There was limited literature on CDF in Kenya. The available literature was very shallow. The study concentrated to a relatively small portion of the population available due to both time and financial constraints.

1.7.2 Assumptions

The study was based on the assumptions that all respondents will be cooperative and provide reliable responses and the researcher will take the proposed time to complete the collection of data and the findings will be accurate so as to make informed conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the review of the available literature related to the study. It gives a brief review of project, project management, project success and the determinants of project success. The chapter concludes with a conceptual framework.

2.2 Project

A project is defined as a temporary endeavour undertaken to create a unique product or service (Burke, 2008). Temporary means that every project has a start and a finish although they may be difficult to define – a start may have crystallized over a period of time and the end may be a slow phase out. Unique means that the product or service is different in some distinguishing way from all similar products or services. He also continues to say that a project is an endeavour in which human or machine, material and financial resources are organized in a novel way, to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to deliver beneficial change defined by quantitative and qualitative objectives. This brings out the sense that a project can be defined as a beneficial change which uses special project management techniques to plan and control the scope of work in order to deliver a product to satisfy the client's and stakeholder's needs and expectations.

(Choudhury, 2003), Concur with Burke by defining a project as a combination of human and non-human resources pooled together in a temporary organization to achieve a specific purpose. He further notes that the purpose and the activities which can achieve that purpose distinguish one project from another. This means that a project is designed to achieve a mission-whatever the mission may be. It is complete as soon as the mission is fulfilled. Once the objectives have

been achieved, the project ceases to exist. A project is seen to have a start point, an end point and to have specific target to achieve. (Melton, 2007), adds the concept of benefits by defining a project as a distinct package of scope which when delivered will enable the organization to realize a distinct package of benefits.

2.3 Project management

Project management is the application of knowledge, skills tools and techniques to project activities in order to meet the stakeholder's needs and expectations of the project (Burke, 2008). This definition clearly identifies that the purpose of the project is to meet the stakeholders needs and expectation. It is therefore a fundamental requirement for the project manager to establish who the stakeholders are and analyze their needs and expectations to define the outset, the purpose of the project, its scope of work and objectives. He further describes project management as the process of integrating everything that needs to be done as the project evolves through its life cycle in order to meet the project's objectives.

Project management has evolved in order to plan, coordinate and control complex and diverse activities of modern industrial and commercial projects (Kari, 2007). He further argues that all projects share one common characteristic- the projection of ideas and activities into endeavours. The ever present element of risk and uncertainty means that the events and tasks leading to completion can never be foretold with absolute accuracy. The purpose of project management is to foresee or predict as many of the dangers and problems as possible and to plan, organize and control activities so that the project is completed as successfully as possible in spite of all the risks.

2.4 Theoretical Literature Review

2.4.1 The theory of constraints

According to (Goldratt, 1984), organizational performance is dictated by constraints. These are restrictions that prevent an organization from maximizing its performance and reaching its goals. Constraints can involve people, supplies, information, equipment, or even policies, and can be internal or external to an organization. Types of (internal) constraints include equipment; the way equipment is currently used limits the ability of the system to produce more salable goods/services, people: lack of skilled people limits the system. Mental models held by people can cause behaviour that becomes a constraint, policy: a written or unwritten policy prevents the system from making more.

The theory says that every system, no matter how well it performs, has at least one constraint that limits its performance this is the system's weakest link. The theory also says that a system can have only one constraint at a time, and that other areas of weakness are non-constraints until they become the weakest link. The theory is used by identifying the constraint and changing the way of working so as to overcome it. The researcher will use this theory evaluate how the constraints of the manager, stakeholder involvement and project team training influence success of CDF projects in Mbooni Constituency, Makueni County, Kenya.

2.5 Empirical Literature Review

2.5.1 The Project Manager

Research has identified that people management drives project success more than technical issues do (Scott-Young & Samsom, 2004). Despite this finding, there exists only a small body of research that examines the so-called soft project management, the people side of project

management (Kloppenborg & Opfer, 2002). The successful project manager should have the following skills and competencies: flexibility and adaptability, preference for significant initiative and leadership, aggressiveness, confidence, persuasiveness, verbal fluency, ambition, activity, forcefulness, effectiveness as a communicator and integrator, broad scope of personal interests, poise, enthusiasm, imagination, spontaneity, able to balance technical solutions with time, cost, and human factors, well organized and disciplined, a generalist rather than a specialist, able and willing to devote most of his or her time to planning and controlling, able to identify problems, willing to make decisions, able to maintain a proper balance in use of time.

(Turner & Muller, 2005) in their study on the impact of project leader and his/her leadership style on project success argue that the literature on project success factors has largely ignored the impact of the project manager, and his or her leadership style and competence, on project success. This may be because most of the studies asked project managers their opinion and the respondents have not given due consideration to their own impact on project success. Or, it may be because the studies have not measured the impact of the project manager and, thus, not recorded it. Or, it may be because the project manager has no impact. However, that last conclusion is in direct contrast to the general management literature, which postulates that the leadership style and competence of the manager has a direct and measurable impact on the performance of the organization or business.

Almost everyone is familiar with projects perceived as successful by those involved in their implementation, while the very same projects have been poorly received by customers. There are other projects that consume excess resources and are considered internal failures, but are later hailed as successful by their customers and become a source of revenue for the company for many years. The combination of a changing organizational environment and changing project characteristics make the role of the project leader difficult (Krahn & Hartman, 2004). Within this

environment, a competent project manager is frequently regarded as having a significant impact on overall project success (Ammeter & Dukerich, 2002). (Smith, 1999) and (Sutcliffe, 1999) as well as being critical to other project elements, such as the success of the project team, include team members' motivation and creativity.

Project manager is an important factor leading to project success. As discussed above, many leading authors agree with this point of view.

2.5.2 Project Team Training

According to Armstrong (2009) training refers to organized activity aimed at imparting information and/or institution to improve the recipient's performance or to help him or her attain a required level of knowledge or skills. The aspect of training enhances effective achievement and the implementation of the intended projects in the process making the projects successful.

Training refers to impacting of the needed knowledge and skills to the employees who are in charge of implementation of the project. The aspect of training will involve ensuring that the employees are given and empowered to handle duties and tasks as pertains the project especially during project implementation (Cusworth and Franks, 1993).

Effective training among the employees and the staff in the organization will enable them to address the intended needs and the challenges in relation to project risk management within the organization. Through training there would be effectiveness and efficiency in the process of achieving the desired projects thus minimizing risks within the project. The development of the training and the development practices in the projects being implemented will ensure that the project which is under implementation will be implemented in relation to the stated practices and processes. In most cases, the employees in the organization will tend to implement the

intended responsibilities effectively and necessary training needed towards the successful implementation of the community project (Cusworth and Franks, 1993).

Training takes place under two instances, these includes; on the job training and off the training. To begin with on-the-job training implies a training being conducted in a situation in which the employees are taken through the training exercise within and inside the organization. The senior staff within the organization takes the initiative of ensuring that the employees are empowered or given skills and knowledge. The experienced employees or the members of the staff within the organization develop a training program in which the employees would be taken through and as a result denied an opportunity to develop an effective mechanisms and programs which would enhance the empowerment of the employees on the job training in most cases focus on the duties and responsibilities and other requirements which the employees working within the organization might require in the process of enhancing success and the effective accomplishment of duties and responsibilities (Chris, 2008)

On the job training empowers the employees to understand the norms and work practices as pertains that organization. It empowers employees and the personnel involved in the project implementation to understand how duties and responsibilities are supposed to be handled and thus lead to effective accomplishment of duties and responsibilities. On the job training empowers employees to develop effective practices which makes the employees within the organization to ensure that they adhere to the set standards and practices as pertains the effective development and the establishment of the intended duties and responsibilities within the organization (Samset, 1998).

On the job training empowers the employees within the organization to achieve the intended results and the end targets within the intended period of time in the organization. The

achievement of the training exercise will enable the workers to deal with any challenges which pertains the achievement of the intended results and deal with any possible challenges and risks which might befall the project.

2.5.3 Stakeholder involvement

Stakeholder Management helps ensure successful change. It helps managers access and manage the environment around the planned programme and brings out the interests of the stakeholders and identifies potential conflicts to assign a level of risk or challenges to the programmer's success. It also helps identify existing relationships between stakeholders that can be leveraged to build coalitions and potential partnerships that go on to build valuable trust and collaboration among the stakeholders (Llewellyn, 2009).

According to (Bourne, 2009), building and managing relationships with stakeholders are essential for success. Advising makes a detailed examination of stakeholder relationship management, starting with a discussion of the personal changes that senior managers must make as they move into executive roles in the organization, and recognizing that through targeted and purposeful communication the team must ensure that their stakeholders understand how best to support their work. Studies have consistently shown that the active support of stakeholders from the Senior Leadership Team, particularly the sponsor, is a critical factor in creating successful outcomes. Successful activity managers not only understand this but are also willing to do whatever is necessary to ensure that their senior stakeholders understand and fulfill this support role. This requires the activity manager to be skillful at building and maintaining robust relationships, focused on engaging the support of senior executives, understanding their expectations and managing them through targeted communication. Effective communication helps change perceptions and adjust expectations (to make them more realistic and achievable),

as well as helping to acquire the support necessary for successful delivery of the outcomes of the activities.

Involving stakeholders in a participatory analysis and decision making around community and project development issues an important operational method (Chikati, 2009). Stakeholders may have a varied level of interest, involvement and influence on the project but it is extremely important to identify all the stakeholders and manage them as they can have a negative and positive influence on the project.

2.6 Critical Review of Literature

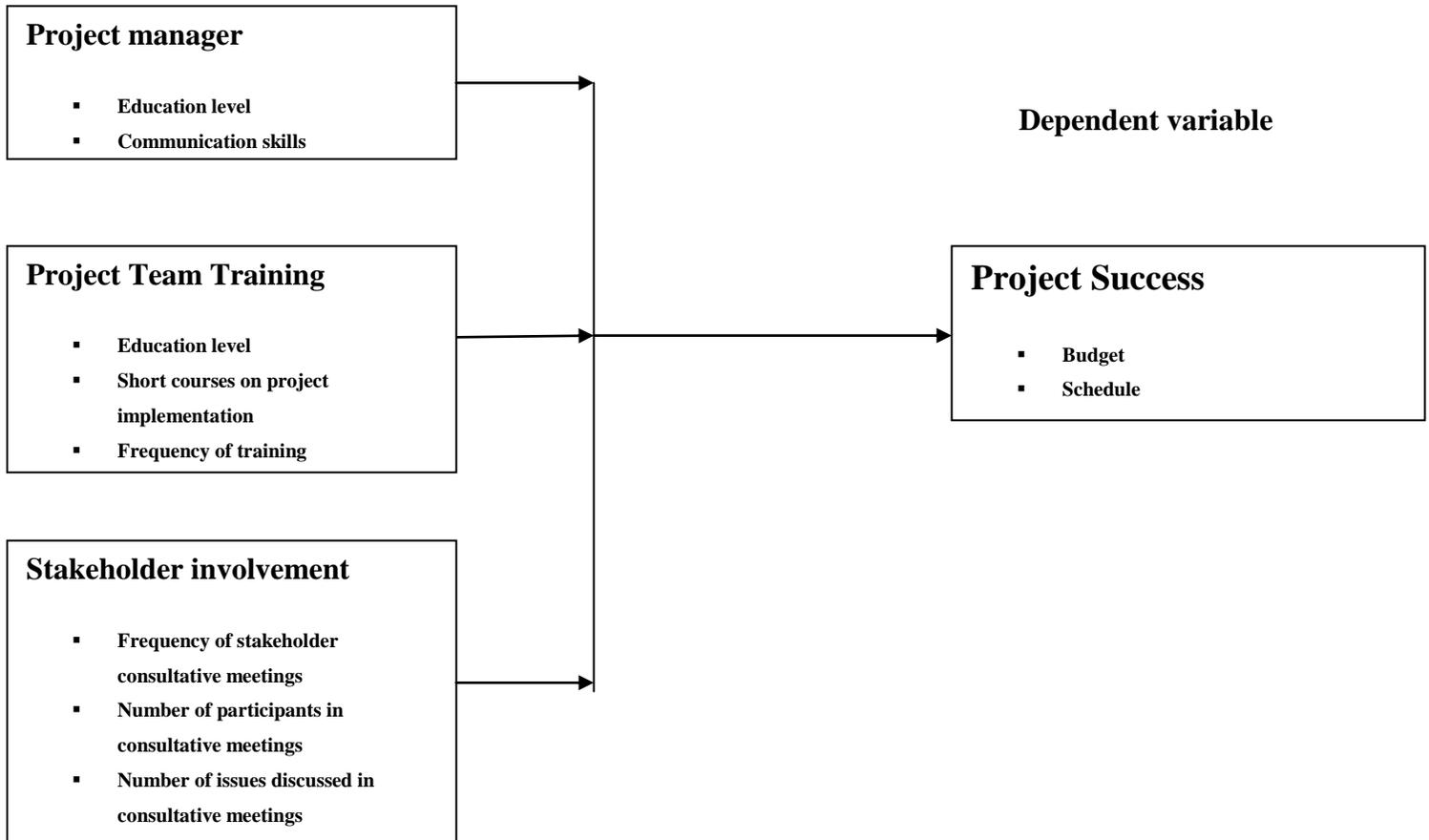
Most of the reviewed literature has its concentration on business oriented projects. The findings may not sufficiently address the unique characteristics carried out in other settings. Studies on success of CDF projects especially in the rural areas were lacking to the best of the researchers knowledge. Further, most of the studies focus mainly on project failure rather than project success. This study was not only concentrated on finding reasons for project failure but more importantly on the determinants of CDF project success.

2.7 Conceptual Framework

The conceptual framework shows the relationship between the variables of the study

Figure 2.2 Conceptual Framework

Independent Variables



Source: (Researcher 2013)

This figure shows the relationship of the various variables of the study. The dependent variable of the study was project success. The indicators of project success included completion of the project within the stipulated time, within budget and according to the original design. It was considered to depend on the independent variables which included project manager, project team training and stakeholder involvement. The study concentrated on the influence of three factors

which was to constitute the independent variables which included the project manager, the project team training and stakeholder involvement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design adopted for the study. It also provides the data collection instruments, methods of data analysis and presentation techniques and operational definition of variables used in the study.

3.2 Research design

According to Kothari (2004) research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. The researcher used descriptive design because the method is used to test current status of a programme, project or an activity (Kasomo, 2007). Descriptive research design enabled the researcher to provide a systematic description that is factual and as accurate as possible; and carry it out without manipulating the variables under investigation (Mugenda and Mugenda, 2003).

This research was intended to describe and to investigate the determinants of success of CDF projects and according to (Kothari, 2006), the major purpose of a descriptive research is description of the state of affairs as it exists. The descriptive research design was preferred in this study because it allows for analysis of different variables at the same time and thus enabling the researcher to describe the determinants of success of CDF projects. This lead to a better understanding of the phenomenon being studied and helped to view critical factors from the perspective of those being studied.

3.3 The target population

These are individuals to be studied (Mugenda & Mugenda, 1999).The target population for this study consisted 200 CDF projects in Mbooni Constituency. The project coordinators and managers provided information on the projects. The CDF beneficiaries provided information on the success of these projects.

3.4 Sampling strategy

Sampling is the process of selecting a sufficient number of individuals or objects that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). The sampling used in this study was stratified random sampling which according to (Kombo & Tromp, 2006) involves dividing the population into homogenous subgroups and then taking a simple random sample in each subgroup. The projects were stratified into: educational, health care and water strata. The purpose of the stratification was to have a good representation of the population of the study and to cater for all the categories of projects in the constituency.

Table 3.1 Sampling Strategy

Stratum	Population	Percentage	Sample
Educational	136	30	40
Health Care	15	30	5
Water	49	30	15
Total	200		60

Source: Mbooni CDF 2012/2013

3.5 Data collection tools and techniques

The primary data was collected using observation checklists and questionnaires which were administered by the researcher with the help of research assistant. The questionnaire comprised questions which sought to answer questions related to objectives of the study. Questions were both closed to enhance uniformity and open ended to ensure maximum data is obtained. The questionnaires were given to the respondents and collected later. A pilot study was done to assess the capability of the research instruments to collect the required data for the research.

3.6 Validity

Validity is the accuracy and meaningfulness of inferences, which are based on the research results or the degree to which results obtained from analysis of the data actually represents the phenomenon under study (Mugenda and Mugenda, 2003). The questionnaires were evaluated for content validity, for clarity and suitability. The researcher's supervisor helped the researcher to assess whether the concept the instruments were measuring were accurately represented. The researcher ensured that the item questions covered the breadth of the content area and were rendered in a format appropriate for those using the instruments.

3.7 Reliability

Reliability is the degree of consistency in assignment of similar words, phrases or other kinds of data to the same pattern or theme by different researchers (Hussey & Collins, 2009). (Mugenda and Mugenda, 2003), reliability is a measure of the degree to which a research tool and techniques yields consistent results or data after repeated trial. A pre-test was done to assess the clarity and effectiveness of the research instruments. The test-retest technique of assessing reliability of a research instrument was done by administering the same instrument to the same group of subjects after a lapse of two weeks. Spearman rank order correlation was employed to compute correlation coefficient in order to establish the extent to which the content of the

instrument were consistent in eliciting the right responses every time the instrument was administered. A correlation coefficient greater than 0.75 was considered high enough in judging the reliability of the instrument.

3.8 Data Analysis

The collected data was first edited by the researcher. This was done by collecting questionnaires per day, assigning those numbers and codes, and then cleaning them to ensure the data was clear and precise. Data collected was analysed both qualitatively and quantitatively. Qualitative data analysis considered inferences that were made from opinions of respondents. Qualitative data was analysed by organising it into categories on the basis of the themes, concepts or similar features. Quantitative data was analysed using the Statistical Package for Social Science (SPSS). The computed data was then analysed using descriptive statistics. The data analysed was presented using frequency tables which enabled the researcher to easily interpret the findings of the research. Interpretation of the data was done within the frame of reference of the research problem.

3.9 Research Ethics

The researcher kept the information provided by the respondent private and confidential. The researcher used preliminary test to obtain all the background information in an effort to avoid imparting any harm to the respondent.

CHAPTER FOUR

DATA PRESENTATION AND FINDINGS

4.1. Introduction

Results of analysis were presented using descriptive tables of frequencies and percentages. Demographic questions were primarily analyzed based on total. Further analysis was done for specific objective questions and multiple regression models.

4.2. Demographic descriptive analyses

4.2.1. Gender of respondent

Results in table 4.1 below shows most respondents were males being represented by 65% while females were 35%. In CDF most of stakeholders are male and females play relatively low places.

Table 4.1 Gender of respondent

Gender	Frequency	Percent
Male	39	65
Female	21	35
Total	60	100.0

Research data, 2014

4.2.2. Position of respondent

Results in table 4.2 below, show 11.7% of the respondents were project managers, 20% were project team members, 21.6% were user client officers and those forming majority were the beneficiaries with 46.7%. The study was carried out to a diverse spectrum and not restricting itself on employees only.

Table 4.2 Position of respondent

Position	Frequency	Percent
Project manager	7	11.7
Project team members	12	20.0
User client officer	13	21.6
Beneficiary	28	46.7
Total	60	100.0

Research data, 2014**4.2.3. Education level of respondent**

Results in table 4.3 below show all respondents had at least acquired some education with at most 18.3% having university level of education, another good level of education (college and tertiary level) 36.7%. Those having secondary and primary levels were 30% and 15% respectively. This is a clear indication of the education role play in project success.

Table 4.3: Education level of the respondent

Level	Frequency	Percent
Primary	9	15.0
Secondary	18	30.0
Tertiary/college	22	36.7
University	11	18.3
Total	60	100.0

Research data, 2014

4.2.4. Professional training of respondent

Results in table 4.4 below showed that 55% of the respondents had no professional training, those who had done project and business management was 15% and 13.3% respectively. A 10% of the respondents have human resources management skills while those with teaching skills were 6.7%.

Table 4.4 Professional training of respondent

	Frequency	Percent
Human resource management	6	10.0
Project management	9	15.0
Teaching	4	6.7
Business management	8	13.3
None	33	55.0
Total	60	100.0

Research data, 2014

4.3. CDF Project Success

4.3.1. Completion

Results in table 4.5 below show 63.3% of the projects were not completed within the set time, reasons raised for such were given by 22 respondents as follows; lack of enough resources (52%), in adequate skills in the human resources (32%), poorly trained human resources (15%) and lack of cooperation (1%).

Table 4.5 Completion

Within set time	Frequency	Percent
Yes	38	63.3
No	22	36.7
Total	60	100.0

Research data, 2014

4.3.2. Project duration

Results in table 4.6 below indicate that majority of projects are scheduled for completion within the range 6 to 10 months, 78.3%. Only 8.3% of projects are given time duration less than six months. Projects given above 10 months were 13.4%. However, most of these projects are not completed within the specified time.

Table 4.6 Project duration

	Frequency	Percent
Less than 6 months	5	8.3
6 to 10 months	47	78.3
Above 10 months	8	13.4
Total	60	100.0

Research data, 2014

4.3.3. Project cost

Results in table 4.7 below show majority of were allocated funds within the range of 100,000 to 500,000 Kenya shillings, 68.3%. Those projects with above 500,000 Kenya shillings were 28.4%, while those located within the range of 50,000-100,000 were only 3.3%. No project with less than 50,000 Kenya shillings allocation.

Table 4.7 Project cost

Funds allocated	Frequency	Percent
Less than Ksh.50,000	0	0.0
50,000-100,00	2	3.3
100,000-500,000	41	68.3
Above 500,000	17	28.4
Total	60	100.0

Research data, 2014**4.3.4. Budget sufficiency**

Results in table 4.8 below show that 75% of the projects had insufficient budget while only 25% found their budgeted cost enough. This is a major reason as to why most of the projects did not complete in the allocated time.

Table 4.8 Budget sufficiency

Sufficient Funds	Frequency	Percent
Yes	15	25.0
No	45	75.0
Total	60	100.0

Research data, 2014**4.3.5. Rating of the CDF projects**

Results in table 4.9 below show that 46.6% and 36.6% of the respondents rated the success of these CDF projects as good and average respectively. Those respondents who rated them as poor were 11.7%. This gesture means most of these projects were not successful.

Table 4.9 Rating of the CDF projects

	Frequency	Percent
Very poor	1	1.7
Poor	7	11.7
Average	22	36.6
Good	28	46.6
Very good	1	1.7
Excellent	1	1.7
Total	60	100.0

Research data, 2014

4.4. Project management

4.4.1. Project manager influential rating Scores

Results in table 4.10 below show that among the four influential areas in project management, most respondents found strongly agree and agree with all of them. Respondents having no decision on either side were less than 5 in all the four influential areas. This clearly shows that qualifications, communication skills, experience and leadership skills play a major role in ensuring proper and effective project management. In this effect 40% of the respondents suggested that experience is core selecting project manager, another 36% and 35% suggested skills and qualifications respectively as other important factors when selecting project manager.

Table 4.10 Project manager influential rating Scores

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree	Total
Qualifications	14	36	2	7	1	60
Communication skills	12	38	3	5	2	60
Experience	11	43	4	1	1	60
Leadership skills	7	43	3	5	2	60

Research data, 2014

4.5. Project team training

4.5.1. Project team training determinants rating Scores

Results in table 4.11 below show that the strong areas respondents were team training, education level, skills with 23, 22 and 15 respondents said very great extent. Training of team members said very great extent by 22 respondents, however, still other 28 respondents did not strongly support but at least there were no other options.

Table 4.11 Project team training determinants rating Scores

	Very great extent	Great extent	Moderate extent	Low extent	Not at all	Total
Team selection	23	26	1	8	2	60
Education level	22	28	1	7	2	60
Skills	15	43	0	1	1	60
Frequency of training	7	33	3	15	2	60
Training	22	38	0	0	0	60
Reduces risks	1	13	4	30	12	60
Cost of training hinders	7	43	3	5	2	60

Research data, 2014

4.5.2. Opinion on project team training

Results in table 4.12 below show 50% of respondents said active participation in the training. Respondents also suggested being informed, being serious with trainings, treating members well and incorporating members in projects was also important at 20%, 13.3%, 10.0% and 6.7%.

Table 4.12 Opinion on project team training

	Frequency	Percent
Being actively participating	30	50.0
Being informed	12	20.0
Being serious	8	13.3
Treating members as core	6	10.0
Incorporating members in projects	4	6.7
Total	60	100.0

Research data, 2014

4.6. Project stakeholders participation

4.6.1. Stakeholders participation rating Scores

Results in table 4.13 below show that 13 respondents said to great extent they stakeholders are always involved, twenty two respondents further said to a great extent stakeholders understand the details of projects. We can conclude that most of respondents fall on the categories of ‘to great extent’ and ‘great extent’ meaning all the four rating was highly for support of importance attached to them. However, some opinions were raised to help improve stakeholders’ participation. These included improving level of stakeholder information (65%) about CDF projects. Other mentioned were presence of stakeholders in all processes (30%) and confirming all activities carried on (5%).

Table 4.13 Stakeholders participation rating Scores

	Very great extent	Great extent	Moderate extent	Low extent	Not at all	Total
Are always involved	13	27	1	17	2	60
Understand details of projects	22	18	2	17	1	60
Frequently hold consultative s	5	23	2	21	9	60
Are involved in all issues	17	33	3	5	2	60
Success greatly depend on them	12	38	0	5	5	60

Research data, 2014**4.6.2. Opinion on CDF project improvement and success**

Results in table 4.14 below show 66.7% of respondents said experience and skills were important in increasing success of CDF projects, those who said good leadership is required were 20%, the rest mentioned full dedication, cooperation and education as important.

Table 4.14 Opinion on CDF project improvement and success

	Frequency	Percent
Experience and skills	40	66.7
Good leadership skills	12	20.0
Full dedication	3	5.0
Cooperation	3	5.0
Educational qualification	2	3.3
Total	60	100.0

Research data, 2014

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The study found that most respondents were males being represented by 65% while females were 35%. In CDF most of stakeholders are male and females play relatively low places. Further it show 11.6% of the respondents were project managers, 20% were project team managers, 21.6% were user client officers and those forming majority were the beneficiaries with 46.7%. The study was carried out to a diverse spectrum and not restricting itself on employees only. The study established that all respondents had at least acquired some education with at most 18.3% having university level of education, another good level of education (college and tertiary level), and 36.7%. Those having secondary and primary levels were 30% and 15% respectively. The project 63.3% of the projects were not completed within the set time, reasons raised for such were given by 22 respondents as follows; lack of enough resources (52%), in adequate skills in the human resources (32%), poorly trained human resources (15%) and lack of cooperation (1%). Those projects with above 500,000 Kenya shillings were 28.3%, while those located within the range of 50,000-100,000 were only 3.3%. No project with less than 50,000 Kenya shillings allocation. 46.7% and 36.7% of the respondents rated the success of these CDF projects as good and average respectively. Those respondents who rated them as poor were 11.7%. This gesture means most of these projects were not successful. Respondents having no decision on either side were less than 5 in all the four influential areas. This clearly shows that qualifications, communication skills, experience and leadership skills play a major role in ensuring proper and effective project management. In this effect 40% of the respondents suggested that experience is core selecting project manager, another 36% and 35% suggested skills and qualifications respectively as other important factors when selecting project manager. 66.7% of respondents

said experience and skills were important in increasing success of CDF projects, those who said good leadership is required were 20%, the rest mentioned full dedication, cooperation and education as important.

5.2. Conclusion

The results obtained have been presented in the form of tables. The conclusions were that the factors of governance, project identification, monitoring and evaluation and expert input have significant influence on implementation of CDF funded projects in Mbooni Constituency and that the four factors complement one another in determining the success or failure of a project. The recommendations arising from this study are that community participation in project identification need to be enhanced, Governance practices improved through awareness creation on the legal and regulatory framework governing the operation of CDF among others enhance the level of expert participation in the project cycle and embrace the practice of effective participatory monitoring and evaluation in order to positively influence implementation of projects funded by Constituency development Fund.

5.3. Recommendation

The results obtained have been presented in the form of tables. The conclusions were that the factors of governance, project identification, monitoring and evaluation and expert input have significant influence on implementation of CDF funded projects in Mbooni Constituency and that the four factors complement one another in determining the success or failure of a project. The recommendations arising from this study are that community participation in project identification need to be enhanced, Governance practices improved through awareness creation on the legal and regulatory framework governing the operation of CDF among others enhance the level of expert participation in the project cycle and embrace the practice of effective

participatory monitoring and evaluation in order to positively influence implementation of projects funded by Constituency development Fund.

5.4 Recommendation for Further Research

The research is not conclusive and thus the researcher recommended further studies need to be carried out in this region especially to find out the factors affecting sustainability of CDF funded projects and also the performance of the projects. In addition studies on success of CDF projects need to be carried out in other regions in the country.

REFERENCES

- Ammeter, A., & Dukerich, J. (2002). Leadership, Teambuilding and Team member Characteristics in High Performance Project teams. *Engineering Management Journal, 14(4)*, 3-10.
- Archibald, R. (1976). *Managing High Technology Programs and Projects*. New York: Wiley and Sons.
- Baccarini, D. (1999). The Logical framework Methodology defining project success. *Project Management Journal, 25-32*.
- Bagaka, O. (2008, November 2008). Fiscal Decentralization in Kenya: Constituency Development Fund and the growth of Government.
- Baskin, M. (2010). *Constituency Development Funds (CDFs) as a Tool of Decentralised Development*. New York.
- Bourne, L. (2009). *Advising Upwards: A framework for understanding and Engaging Senior Management Stakeholders*. Aldershot, UK: Gower Publishing Ltd.
- Brown, M. (1998). *Successful Project Management in a week*. London, Great Britain: Hodder & Soughton.
- Burke, R. (2008). *Project Management; Planning and Control Techniques*. West Sussex: John Wiley & Sons Ltd.
- Chikati, J. (2009). *Project Cycle Management: An Intergrated Approach and Logical Framework*. Nairobi: Signal Printers.
- Choudhury, S. (2003). *Project Management*. New Delhi: Tata McGraw.
- Crawford, L. (2002, June 10th-15th). Project Performance Assessment. Paris, France: UTS/ESC-Lille.
- Dicsmore, P. e. (2005). *The right projects done right!* John Wiley and Sons.

- Dong, C., Chuah, K., & Zhai, L. (2004). A study of Critical Success Factors of Information System Projects in China. *PMI Research Conference*. London: Project Management Institute.
- Freeman, M., & Beale, P. (1992). Measuring Success. *Project Management Journal*, 8-17.
- Goldratt, E. M. (1984). *The Goal*. Great Barrington MA: North River Press.
- Gomez-Mejia, L., Balkin, D., & Cardy, R. (2008). *Management: People, Performance, Change*. New York: McGraw-Hill Irwin.
- Hussey, R., & Collins, J. (2009). *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*. Basingtoke: Palgrave Macmillan.
- Jones, G., & George, J. (2009). *Contemporary Management*. New York: McGraw Hill.
- Kaimenyi, M. S. (2005). *Efficiency and Efficacy of Kenya's Constituency Development Fund; Theory and Evidence; Working Paper 2005-42*.
- Kari, H. (2007). *Implementing Project Management Theories in Releasing a Commercial Hiphop Album*.
- Kasomo, D. (2007). *Research Methods in Humanities and Education*. Nairobi: Kijabe Printing Press.
- Kloppenborg, T., & Opfer, W. (2002). The Current State of Project Management Research: Trends, Interpretations and Predictions. *Project Management Journal* 33(2), 5-18.
- Kombo, D., & Tromp, D. (2006). *Proposal and Thesis Writing; An Introduction*. Nairobi: Paulines Publication Africa.
- Kothari, C. (2004). *Research Methodology: Methods and Techniques, 2nd ed*. New Dehli: New Age International (P) Ltd Publishers.

- Krahn, J., & Hartman, F. (2004). Important Leadership Competencies for Project Managers: The Fit Between Competencies and Project Characteristics. *Proceedings of the PMI Research Conference*. London: Project Management Institute.
- Llewellyn, R. (2009, May 28). *Stakeholder Management Overview*. Retrieved from www.pmhut.com.
- Lockyer, K., & Gordon, J. (1996). *Project Management and Project Network Techniques*. Great Britain: Prentice Hall
- Melton, T. (2007). *Project Management Toolkit, The Basis for Project Success*. Burlington: Elsevier Ltd.
- Meredith, J., & S.J, M. J. (2006). *Project Management: A Managerial Approach*. River Street: John Wiley & Sons.
- Mugenda, O., & Mugenda, A. (1999). *Research Methods. Quantitative and Qualitative Approaches*. Nairobi: Laba Graphics Services.
- Murray, J. (2001). Recognizing the Responsibility of a Failed Information Technology Project as a Shared Failure . *Information System Management*, 25-29.
- Orodho, A., & Kombo, D. (2002). *Research methods*. Nairobi: Kenyatta University, Institute of Open Learning.
- Pinto, J. (2007). *Project Management: Achieving Competitive Advantage*. New Baskerville: Pearson.
- Radoli, M. (2009). *CDF Accountability Project*. www.cdf.go.ke.
- Rees, W., & Porter, C. (2008). *Skills of Management*. London: Cengage Learning EMEA.
- Scott-Young, C., & Samsom, D. (2004). Project Success and Project Team Human Resource Management:Evidence from Capital Projects in the Process Industries. *Proceedings of the PMI Research Conference*. London: Project Management Institute.
- Smith, G. R. (1999). Project Leadership: Why project management alone doesn't work. *Hospital Management Quartely*,21(1), 88-92.

- Sutcliffe, N. (1999). Leadership Behaviour and Business Process Reengineering(BPR) outcomes:An empirical Analysis of 30 BPR projects. *Information and Management*,36(5), 273-286.
- Turner, J., & Muller, R. (2005). The Project Manager's Leadership Style as a Success Factor on Project: A Literature Review. *Project Management Journal*, 49-61.
- Verma, V. K. (1996). *Human Resource Skills for Project Manager*. Newtown Square: Project Management Institute.
- Ward, J. (1995). Project Pitfalls. *Information Systems Management*, 74-76.

APPENDICES

APPENDIX I: INTRODUCTION LETTER

Muchiri Stanley

Kenyatta University,

P , O Box 43844-00100,

Nairobi, Kenya.

December, 2013

The Respondent

Mbooni Constituency,

Makueni County.

Dear Respondent,

RE: RESEARCH DATA COLLECTION

The researcher is a student of Kenyatta University pursuing a Master of Business Administration degree. He is interested in investigating the determinants of success of CDF projects in Mbooni Constituency.

I write this letter to request you to assist in collecting data for the study. The information you will give will not be used for any other purpose other than the intended research and will be treated with uttermost confidentiality

Thank you

Yours Faithfully

Stanley Muchiri.

APPENDIX II: QUESTIONNAIRE

This questionnaire is meant to collect information on the determinants of CDF project success in Mbooni Constituency in Makueni County. Any information given will be treated with confidentiality and will be used only for the purpose of this research.

Kindly tick (√) in the spaces provided in the boxes

SECTION A: BACKGROUND INFORMATION OF RESPONDENT

1. Gender Male [] Female []

2. What is your position in this project?

Project Manager [] Project Team Member [] User Client Officer [] Beneficiary []

3. Highest level of education

Primary [] Secondary [] Tertiary/College [] University []

4. Which other professional training do you have?

.....

5. What is your contribution in this project?

Not at all [] Minimal [] Average [] Active [] Very Active []

SECTION B: PROJECT SUCCESS

6. How long was the project to take before completion?

7. Was the project completed within the set period? Yes [] No []

If no, how long did it take?

8. In your own opinion, what do you think can be done to improve on the period to complete CDF Projects?

.....
.....

9. What was the planned cost of the project?

Less than Ksh.50,000 [] 50,000-100,000 [] 100,000-500,000 [] Above 500,000 []

10. Was the project completed within budget? Yes [] No []

If no, how much did it cost?.....

SECTION C

11. In your own opinion, what do you consider about the project success?

Very Poor [] Poor [] Average [] Good [] Very Good [] Excellent []

12. In your own opinion, do you consider the project manager as an influence to the success of your project? Rate your opinion against the statements by ticking (√) against each column.

Strongly disagree (SD) = 1, Disagree (D) = 2, Neutral (N) = 3, Agree (A) = 4, Strongly Agree (SA) = 5

Project manager factor	SD	D	N	A	SA
Successful CDF projects are those managed by qualified project managers					
The project managers communication skills facilitates in the achievement of success of the project					
Success of the project is influenced by the experience of the project manager					
Leadership skills of the project manager are important when implementing projects					

13. What do you propose should be considered when selecting project managers to improve on the chances of success of CDF projects?
.....

14. Was the project team training a determinant of success in your project? In your own opinion, rate using the scale below

Not at all = 1, Low Extent = 2, Moderate Extent = 3, Great Extent = 4, Very Great Extent = 5

Project Team Training	1	2	3	4	5
Project team selection has an impact to the success of CDF projects					
Education level of project team members contribute to success of CDF projects					
Project team skills contribute to the success of projects					
Project team members frequently take short courses on project implementation					
Project team training is carried out to ensure that the project is of the desired quality					
Carrying out project team training reduces the risks that the project might encounter					
The expenses on training hinders frequent training of team members					

15. Do you have any opinion on how project team training can influence success of CDF projects?

.....
.....

16. Stakeholder involvement is a factor that influences success of projects. In your own opinion, rate using the scale below

Not at all = 1, Low Extent = 2, Moderate Extent = 3, Great Extent = 4, Very Great Extent = 5

Stakeholder involvement	1	2	3	4	5
Stakeholders are always involved in the implementation of CDF projects					
All stakeholders understand the details of the projects since it is well communicated					
Stakeholders hold frequent consultative meetings to deliberate on the progress of the project					
Stakeholders are involved in all issues that touch on the project					
Successful project implementation is dependent on the level of stakeholder involvement					

17. In your own opinion, what should be done to improve the level of stakeholder involvement in CDF projects?

.....
.....
.....

18. Project success is shown by time, budget and design indicators. Rate using the scale below

Strongly disagree (SD) = 1 [] Disagree (D) = 2 [] Agree (A) = 4 Strongly Agree (SA) = 5 []

19. What recommendations can you give on what should be done to increase the chances of success of CDF projects?

.....
.....
.....

APPENDIX III

Observation Checklist

Project code

	SCORE					TOTAL POINTS
	1	2	3	4	5	
Project on or ahead of schedule						
Project within budget						
Project implemented according to the original design						
Project serving the intended community's needs						
Project meets stakeholder's expectations						
TOTAL (Project score)						

Project score = project score/25× 100