PROJECT MANAGEMENT SKILLS AND IMPLEMENTATION OF CONSTITUENCY DEVELOPMENT FUND PROJECTS IN PUBLIC SECONDARY SCHOOLS IN BELGUT CONSTITUENCY, KERICHO COUNTY, KENYA

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DECLARATION AND APPROVAL

Declaration

This project is my original work and has never been presented for any academic award in any institution.

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Approval

This project is being submitted for examination with our approval as University supervisor

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DEDICATION

I dedicate this work to project managers and my family for their unwavering support. May the findings benefit their careers positively.

ACKNOWLEDGMENT

I wish to thank the Mount Kenya University for giving me the opportunity to undertake this course. I also wish to thank my supervisor for the prompt responses and his scholarly guidance and moral support throughout this work. Special thanks to my lecturer and general staff for continual encouragement while taking the course. Lastly, I would wish to acknowledge the support and assistances received from classmates, friends and family, their support really kept me going.

ABSTRACT

The purpose of this study was to investigate the relationship between project management skills and the implementation of Constituency Development Fund (CDF) projects in public secondary schools in Belgut Constituency, Kenya. The study was guided by the following objectives: to examine the impact of project planning skills on the timely completion of CDF projects, to determine the relationship between monitoring and evaluation (M&E) skills and overall project success, to assess the influence of cost management skills on project implementation, and to evaluate the effect of communication skills on stakeholder satisfaction. The study was based on the assumption that respondents would willingly cooperate and provide complete, reliable, and accurate information. It was also assumed that the data collection instruments would be representative of the target population. A descriptive survey research design was employed. The target population consisted of 445 Project Management Committee (PMC) members from whom a sample size of 112 respondents was selected using a probability sampling method. Simple random sampling was used to enhance representativeness. Data were collected through both open- and close-ended questionnaires, as well as interviews to gather qualitative insights. All instruments were pre-tested to ensure validity and reliability in measuring the intended outcomes. Data were analyzed using descriptive statistics such as proportions and percentages, and results were presented using tables and charts. The findings revealed that project planning skills particularly in setting realistic timelines and incorporating risk mitigation strategies had a significant effect on the timely completion of CDF projects. Monitoring and evaluation skills were found to be crucial for project success, especially through the application of feedback mechanisms and predefined success indicators. Cost management skills showed a strong correlation with adherence to budgets and efficient use of resources. Furthermore, effective communication was identified as a key contributor to stakeholder satisfaction and project transparency. The study concluded that project management skills play a vital role in the successful implementation of CDF-funded projects. It recommends continuous capacity building for all stakeholders, the adoption of standardized planning and M&E tools, enhancement of financial management systems, and the creation of inclusive communication channels. These strategies are anticipated to improve accountability, operational efficiency, and community ownership of CDF projects in public secondary schools. The findings are consistent with similar studies conducted in other parts of Kenya, reinforcing the call for the professionalization of project management within the public sector.

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ABBREVIATIONS AND ACRONYMS

CDF – Constituency Development Fund

CPM – Critical Path Method

EVM – Earned Value Management

LFA – Logical Framework Approach

M&E – Monitoring and Evaluation

PMC – Project Management Committee

SD – Standard Deviation

CHAPTER ONE

INTRODUCTION.

1.0 Background of study

Globally, the effective implementation of development projects is widely acknowledged as a vital driver of economic growth and social advancement. Education-based infrastructure projects, in particular, are seen as transformative, as they create an enabling environment for learning, promote equal opportunity, and boost human capital development. Different countries have adopted varying frameworks to manage school-based development initiatives, with case studies from high-performing nations revealing the advantages of structured project management methodologies. A 2020 UNESCO report underscores that completion of secondary education significantly enhances individuals' earning potential and contributes directly to national productivity and growth. It is for this reason that many countries, particularly in the developing world, are increasingly investing in secondary education through decentralized financing mechanisms such as the Constituency Development Fund (CDF).

Project management, which is defined as the application of knowledge, skills, tools, and techniques to project activities to meet project requirements, has emerged as a central element in the successful execution of development interventions across all sectors. According to the Project Management Institute (2017), a well-executed project management approach improves efficiency, ensures optimal resource utilization, enhances accountability, and increases the likelihood of achieving intended outcomes. In many developing countries, especially across Sub-Saharan Africa, the establishment of decentralized development funds such as the CDF is intended to empower local communities by allowing them to identify, prioritize, and implement projects that are directly responsive to their localized needs. In the education sector, CDF-financed initiatives in public

secondary schools include the construction of classrooms, science laboratories, dormitories, and the installation of sanitation and water facilities, all aimed at creating a conducive learning environment and closing the equity gap.

The original rationale behind CDFs was to promote grassroots participation in development and ensure alignment between national development goals and community-level realities (Kimenyi, 2005). While the concept is progressive, the actual realization of project objectives often hinges on the competencies of those charged with project delivery. Empirical evidence globally and regionally indicates that a significant number of development projects face serious bottlenecks ranging from time and budget overruns to structural deficiencies due to limited project management capacity among implementing personnel (Flyvbjerg, 2014). As such, the technical knowledge and practical skills of individuals involved in project planning, execution, and closure are crucial to overcoming systemic challenges and ensuring that resources translate into tangible development gains.

The increasing adoption of CDF-style mechanisms in various African countries—including Uganda, Ghana, and Tanzania illustrates the continent's commitment to devolved service delivery. These frameworks are designed to enhance citizen participation, encourage transparency, and improve the effectiveness of public sector investments. However, the African experience with CDF-like funds is also riddled with implementation challenges. According to Awortwi (2011), one of the core obstacles facing such initiatives is the limited technical capacity among local implementers. Many school administrators, project committee members, and community leaders lack formal training in project management, which contributes to weak coordination, inadequate reporting, and overall inefficiencies. Nwogu and Iravo (2015) affirm that without strong institutional frameworks and capacity-building interventions, the impact of educational

infrastructure investments in Africa remains constrained. The net effect is that poorly executed projects not only waste public resources but also fail to meet the growing demand for quality education.

In the specific context of Kenya, the Constituency Development Fund was established through the CDF Act of 2003 with the goal of enhancing equitable development by enabling members of Parliament and their constituents to undertake community-based projects. Since its inception, the fund has played a critical role in bridging development gaps, particularly in marginalized regions. One of the core focus areas of CDF in Kenya is the education sector, where it has facilitated the construction of classrooms, laboratories, dormitories, and other essential facilities in public secondary schools. Despite its positive intent, however, the implementation of CDF-funded projects in Kenya continues to face numerous hurdles. Studies indicate that a significant proportion of these projects are either delayed, poorly executed, or abandoned altogether. Mwangi (2008) and Ngugi & Mwega (2017) attribute these outcomes to poor planning, inadequate financial oversight, corruption, and insufficient stakeholder engagement.

A recurring theme in the literature is the critical role of project management skills or lack thereof in determining project success. In many CDF-funded school projects, stakeholders such as head teachers, board of management members, and local project committee officials are thrust into project leadership roles without adequate training in project management principles. According to Karanja (2014), this skills gap limits their ability to create realistic budgets, forecast risks, coordinate contractors, or maintain project timelines. Project management competencies such as budgeting, stakeholder communication, risk management, scheduling, and monitoring are not only desirable but essential for effective project implementation. Failure in any of these areas can derail

an otherwise well-intentioned project, resulting in wastage of resources and unmet development objectives.

Improving the project management capacity of stakeholders involved in the implementation of CDF projects in secondary schools could significantly enhance the impact and sustainability of such investments. For example, when project managers are equipped with cost estimation skills, they are able to develop realistic budgets and prevent common issues such as cost overruns and underfunded deliverables. Similarly, strong communication skills enable inclusive stakeholder engagement, fostering transparency and trust, while effective monitoring and evaluation practices provide data-driven insights that support timely decision-making and continuous improvement. According to Osei (2012), professionalizing project management at the community level is not merely a technical fix but a strategic imperative for ensuring that decentralization leads to meaningful development outcomes.

Furthermore, emerging literature advocates for institutional reforms to accompany capacity-building efforts. These reforms include establishing clear guidelines for project selection, creating transparent procurement systems, and enforcing accountability mechanisms for fund utilization. In the absence of such systems, even well-trained personnel may find themselves constrained by systemic inefficiencies. In Kenya's case, while reforms such as the introduction of the National Government Constituencies Development Fund (NG-CDF) and the creation of project implementation committees at the constituency level are commendable, enforcement remains weak. Enhancing the project management skills of all actors involved ranging from school administrators to community representatives is therefore a critical area of intervention.

In conclusion, the successful implementation of education-focused development projects funded through CDF mechanisms is deeply intertwined with the presence of robust project management

skills among implementing stakeholders. Both global and local studies underscore that without appropriate knowledge, skills, and tools, projects are susceptible to underperformance or outright failure. As Kenya and other African nations continue to rely on decentralized funding to drive grassroots development, there is a compelling need to invest in building the project management capacity of individuals responsible for executing these initiatives. By doing so, governments and communities alike can ensure that CDF investments in public secondary schools yield the intended improvements in access, quality, and equity in education.

1.1 Statement of the Problem

Belgut Constituency, located in Kericho County, has a total of 35 public secondary schools and was allocated Kshs 137,088,879.00 from the Constituency Development Fund (CDF) during the financial year 2021/2022. This allocation was intended to support various development initiatives within the constituency, including the construction and improvement of infrastructure in public secondary schools. However, according to the Auditor General's Report (2022), there was an underutilization of 8% of the allocated funds. This shortfall in fund absorption adversely affected the implementation of planned activities and significantly compromised service delivery to the public, particularly in the education sector.

A broader historical analysis is critical. Over the past five to ten years, similar patterns of mismanagement have been observed across multiple fiscal periods. Auditor General's reports for earlier years (e.g., 2016/2017 through 2020/2021) document recurring issues such as incomplete projects, lack of proper documentation, financial misstatements, and delayed disbursement of funds. While specific financial figures vary from year to year, these reports collectively indicate that an average of 5–10% of allocated funds annually have either gone underutilized or have been

questioned due to unsupported expenditures and irregularities**,** amounting to an estimated cumulative loss or inefficiency of over Kshs 50 million in the last five years alone.

Further findings from the same report highlighted major concerns related to the quality of construction works in several completed CDF-funded projects. Despite the issuance of practical completion certificates, on-site inspections of various school facilities including classrooms and administration blocks revealed instances of poor workmanship. Some buildings exhibited major visible cracks along beams, raising structural integrity concerns. Additionally, several toilets had blocked drainage systems, while metal rails were observed to have detached from supporting pillars. In other instances, external wall surfaces had already begun to peel, despite the buildings being recently completed. These conditions not only jeopardize the safety and usability of the infrastructure but also reflect systemic weaknesses in project oversight, execution, and technical quality assurance.

The recurring issues in project quality and delivery within Belgut Constituency are not isolated incidents but indicative of a broader challenge in managing public sector development projects effectively. Numerous studies have consistently shown that the success of development projects especially in the public sector depends heavily on effective project management (Mbae, 2014; Musomba, Wambua, & Mutua, 2013). Project management encompasses several critical skills such as strategic planning, resource and risk management, scheduling, stakeholder engagement, and quality control. These competencies are essential for ensuring that projects are delivered on time, within budget, and to the desired quality standards (Owuor & Kimutai, 2017).

However, existing literature also reveals that many of those tasked with implementing CDF projects, including school heads, committee members, and local contractors, often lack formal training in project management (Gwaya, Wanyona, & Masu, 2014). This skills gap results in inefficiencies such as poor coordination, misallocation of resources, and delays in project execution. Ultimately, the lack of project management capacity undermines the intended benefits of CDF investments and contributes to substandard infrastructure, thereby compromising the quality of education in the region (Mwangi & Muturi, 2016).

Given these concerns, it becomes necessary to undertake a focused study to investigate the role of project management skills in the implementation of CDF projects in public secondary schools in Belgut Constituency. This study aims to identify specific skill gaps, evaluate their effects on project outcomes, and recommend targeted interventions that can enhance project efficiency, transparency, and quality. By addressing these deficiencies, the study aspires to contribute to the delivery of high-quality educational infrastructure that meets the learning needs of students and supports sustainable development in Belgut Constituency.

1.2 Purpose of the Study

The study aimed to examine the relationship between project management skills and the implementation of Constituency Development Fund (CDF) projects in public secondary schools within Belgut Constituency, Kericho County, Kenya. It sought to determine how competencies in areas such as planning, monitoring and evaluation, cost management, and communication influence the effectiveness and success of CDF-funded projects in these educational institutions.

1.3 Research Objectives

i. To examine how project planning skills, affect the timely completion of CDF projects in public secondary schools in Belgut Constituency.
ii. To assess the extent to which monitoring and evaluation skills relate to the success of CDF projects implemented in selected public secondary schools in Belgut Constituency.
iii. To assess the influence of cost management skills on the implementation status of CDF projects in public secondary schools in Belgut Constituency.
iv. To assess how communication skills, affect stakeholder satisfaction in CDF-funded school projects in Belgut Constituency.

1.4 Research Questions

i. How do project planning skills influence the timely completion of CDF projects in public secondary schools in Belgut Constituency?
ii. To what extent do monitoring and evaluation skills relate to the success of CDF projects in public secondary schools in Belgut Constituency?
iii. How do cost management skills influence the implementation status of CDF projects in public secondary schools in Belgut Constituency?
iv. How do communication skills of project managers affect stakeholder satisfaction in CDF-funded school projects in Belgut Constituency?

1.5 Significance of the Study

The findings of this study will provide valuable insights for multiple stakeholders involved in the planning and implementation of CDF-funded projects in public secondary schools. For the

Constituency Development Fund (CDF) committees, the study will help identify key skill gaps among project officers and inform the development of targeted capacity-building programs. This will enhance timely, cost-effective, and quality delivery of education infrastructure projects.

The Ministry of Education may use the results to inform the integration of basic project management training for school heads and administrators, ensuring they are equipped to manage and monitor development projects effectively. School administrators and Boards of Management (BoMs) will benefit by applying the findings to strengthen internal project management processes, promoting accountability and efficient use of public resources. Additionally, policymakers and oversight agencies can leverage the study to design policy frameworks that institutionalize project management competencies within the CDF structure. This will enhance transparency, governance, and the long-term impact of CDF-funded initiatives in the education sector.

1.6 Scope of the Study

The primary focus of this study was to examine the relationship between project management skills and the implementation of Constituency Development Fund (CDF) projects in public secondary schools within Belgut Constituency, Kericho County. The study specifically investigated four key project management competencies: monitoring and evaluation skills, project planning skills, cost management skills, and communication skills. It aimed to assess how these specific skill sets influenced the overall effectiveness, efficiency, and quality of project execution in the education sector. To ensure a comprehensive understanding, the study focused on CDF-funded projects implemented over the past five to ten years, capturing both recent and ongoing initiatives, thereby establishing the time scope of the study as spanning from the financial year 2013/2014 to 2022/2023**.** Data were collected from a range of relevant stakeholders, including project managers,

school principals, members of the CDF office, and Boards of Management (BoMs). The geographical and institutional scope of the study was deliberately confined to Belgut Constituency to provide a focused and context-specific analysis of CDF project implementation. The theoretical scope of the study was anchored in the Project Management Body of Knowledge (PMBOK) framework, which outlines standardized project management processes and competencies essential for successful project delivery. This theoretical lens guided the evaluation of the four selected skill areas and their application in real-world educational development projects.

1.7 Assumptions of the study

In conducting the study, it was assumed that public secondary schools received project funding solely from the Constituency Development Fund (CDF). It was further assumed that CDF projects implemented across different public secondary schools in Belgut Constituency operated under similar conditions and faced comparable challenges, particularly in terms of funding. Additionally, it was presumed that external factors such as political influence, economic conditions, and community support remained constant throughout the study period. The study also assumed the availability of accurate and reliable data concerning the implementation of CDF projects in public secondary schools, including information on project timelines, budgets, completion rates, and other relevant documentation. Lastly, it was assumed that principals, project managers, CDF staff, and members of the School Boards of Management were willing to participate in the study and would cooperate fully by granting access to necessary data and engaging in interviews or surveys.

1.8 Limitation and Delimitation of the study

1.8.1 Limitations

The study encountered some anticipated limitations. First, there was a likelihood of biased responses from some stakeholders who may have sought to present their roles or contributions in a positive light, particularly in relation to project successes or challenges. Additionally, some school heads and CDF committee members involved in project implementation were either reluctant to provide information or deliberately distorted it to avoid potential criticism. The study also faced challenges in accessing comprehensive project implementation reports and financial records, as some respondents were unwilling to share sensitive data. Furthermore, low response rates were observed among school administrators, teachers, and CDF committee members during surveys and interviews, which may have affected the comprehensiveness of the findings. Another limitation was the variation in the level of training and experience among project managers, which complicated the assessment of the relationship between project management skills and project outcomes. Political influence also emerged as a limitation, with some respondents' views appearing to be influenced or skewed by the prevailing political climate. Lastly, it was difficult to isolate the effects of project management skills from other external factors that may have influenced project implementation.

1.8.2 Delimitation

The study focused exclusively on Belgut Constituency in Kericho County, Kenya, excluding other constituencies in the county and regions across the country. Its scope was limited to public secondary schools within Belgut Constituency. Specifically, the research concentrated on CDF projects that directly benefited these schools, including the construction of classrooms, laboratories, libraries, and related infrastructure. The study targeted stakeholders directly involved

in the implementation of these CDF projects, such as school administrators, project committee members, and community representatives. Additionally, the research covered CDF projects implemented within a specific period, ensuring a clear timeframe for data collection and analysis. This focused scope allowed for an in-depth understanding of project management skills' influence on the success of CDF initiatives within this constituency's public secondary schools.

1.9 Operational definition of key terms

In research, operational definitions clarify how key terms or variables are measured or identified within a study. They provide precise criteria that ensure consistency, improve understanding, and enable others to replicate the research accurately. By defining variables operationally, researchers eliminate ambiguity and specify exactly what is being examined. Below are some operational definitions for key terms used in this study to enhance clarity and facilitate accurate interpretation of the findings.

1.9.1 Project Management Skills refer to the practical competencies required to effectively plan, execute, monitor, and complete development projects funded by the Constituency Development Fund (CDF) in public secondary schools, these include the ability to plan activities, manage costs, communicate with stakeholders, and monitor and evaluate project progress to ensure successful outcomes. In this study, these skills are examined for their impact on the success and quality of school infrastructure projects in Belgut Constituency

1.9.2 Implementation of Constituency Development Fund (CDF) projects refers to the process of planning, executing, monitoring, and completing development initiatives funded through CDF allocations in public secondary schools. It encompasses how allocated funds are translated into physical infrastructure and services, such as the construction of classrooms, laboratories, administration blocks, and sanitation facilities. Effective implementation is assessed based on

timeliness, cost-efficiency, quality of work, and the extent to which the completed projects meet the intended educational needs. This research focuses on evaluating how project management skills such as planning, monitoring and evaluation, communication, and cost management contribute to the successful execution and outcomes of these school-based CDF projects within Belgut Constituency.

1.9.3 Public Secondary Schools refer to government-funded educational institutions in Belgut Constituency that provide secondary education to students after completing primary school. These schools are directly impacted by Constituency Development Fund (CDF) allocations, particularly for infrastructure development projects such as classrooms, laboratories, dormitories, and sanitation facilities. As key beneficiaries of CDF projects, public secondary schools serve as the primary units of analysis for assessing how project management skills influence the implementation, efficiency, and quality of such development initiatives. Their role is central in evaluating the effectiveness of public investment in the education sector.

1.9.4 Belgut Constituency, Kericho County serves as the geographical focus of this study due to its significance in the implementation of Constituency Development Fund (CDF) projects, particularly in public secondary schools. Located in the Rift Valley region of Kenya, Belgut is one of the constituencies in Kericho County with a total of 35 public secondary schools. The constituency has consistently received substantial allocations from the CDF to support infrastructure development and educational improvement. However, recurrent challenges such as underutilization of funds, substandard project outcomes, and weak oversight mechanisms make Belgut a relevant case for examining how project management skills affect the successful implementation of CDF projects. Its selection provides a context-specific environment to assess

practical issues in project execution and draw meaningful insights that could inform policy and capacity-building efforts.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a comprehensive review of literature related to the study, encompassing the conceptual and theoretical frameworks, along with a critical analysis of existing studies. It highlights the research gaps that this study seeks to fill. The chapter also examines empirical literature on project management skills and the implementation of Constituency Development Fund (CDF) projects, while analyzing the relationships among the key variables.

2.1 Theoretical Framework.

This study was guided by various theories that were relevant in this study. The theories used were be in line with the study objectives providing a foundation of analysing the impact of specific project management skills on CDF project outcomes.

2.1.1 Critical Path method and Gantt Theory

Developed in 1957 by Morgan R. Walker of DuPont and James E. Kelley Jr. of Remington Rand, the Critical Path Method (CPM), along with the Gantt Chart Theory created by Henry L. Gantt in the 1910s (around 1910-1915) are fundamental tools that illuminate how project planning skills influence the timely completion of projects. CPM is a technique used to identify the sequence of crucial activities that determine the shortest possible duration for a project. By mapping out these critical tasks, project managers can focus on activities that directly impact the project timeline, avoid unnecessary delays, and optimize the allocation of resources. Effective project planning

therefore requires a clear definition of key activities, accurate estimation of their durations, and strategic scheduling to ensure that resources are assigned efficiently to meet project deadlines.

Complementing CPM, the Gantt chart provides a visual representation of the project schedule. It lays out the timeline for each activity and highlights dependencies between tasks. This visualization allows project managers to monitor progress in real time, spot bottlenecks, and adjust plans proactively to mitigate risks or delays. As Wilson (2013) notes, Gantt charts are invaluable for tracking project milestones and maintaining effective communication among stakeholders, which is crucial for keeping projects on course.

In the context of project planning skills, CPM offers a structured method for identifying critical activities that must be prioritized to prevent project overruns. It strengthens the planner's ability to sequence tasks logically and allocate time and resources efficiently. Meanwhile, Gantt chart theory supports project scheduling skills by emphasizing the importance of visual task timelines, dependencies, and ongoing progress tracking. Together, these theories provide complementary frameworks that enhance the structured planning and execution of projects.

Specifically, for Constituency Development Fund (CDF) projects, applying CPM and Gantt charts allows managers to anticipate potential delays, optimize resource deployment, and ensure projects adhere to their scheduled timelines. Timely completion is particularly critical in sectors like education, where project delays can hinder the availability of essential facilities and resources, ultimately affecting student learning outcomes.

2.1.2 Program Theory and Logical Framework Approach

Developed in the late **1960s to early 1970s** by USAID and other development agencies, Logical Framework Approach (LFA) and Program Theory are essential conceptual tools for understanding how monitoring and evaluation (M&E) skills influence overall project success. Program Theory

explains how and why a program functions by illustrating the causal relationships between its inputs, activities, outputs, outcomes, and long-term impacts (Rossi, Lipsey, & Freeman, 2014). This theory helps clarify the underlying assumptions and mechanisms through which project management interventions are expected to produce desired results. It provides a roadmap that links project activities to their anticipated effects, thereby informing the dependent variable—implementation success of Constituency Development Fund (CDF) projects.

On the other hand, the Logical Framework Approach serves as a systematic planning and management tool that helps project managers define clear objectives, inputs, activities, outputs, and measurable indicators of progress. LFA is particularly useful in ensuring alignment between project goals and the means to achieve them, thereby enhancing accountability and transparency throughout the project cycle. By structuring the project's components logically, LFA guides the identification of appropriate M&E indicators and milestones critical for effective project oversight. Together, Program Theory and LFA provide a complementary framework for understanding and improving M&E skills an independent variable critical to project success. Skilled application of these approaches enables project managers to track project progress methodically, identify deviations from plans early, and make informed, data-driven decisions to steer projects back on course. This systematic monitoring and evaluation process is particularly important for CDF projects in public secondary schools, where timely completion and goal achievement directly impact educational outcomes.

2.1.3 Cost Estimation Theory and Earned Value Management (EVM)

Developed in the late 1960s by the U.S. Department of Defense to better control defense contracts, Cost Estimation Theory and Earned Value Management (EVM) are essential concepts for understanding how cost management skills impact project implementation. Cost Estimation

Theory focuses on the methods and techniques used to accurately predict the costs associated with various project activities, including materials, labor, equipment, and overhead expenses (Fleming & Koppelman, 2016). This theory provides project managers with a structured approach to develop realistic budgets and allocate financial resources efficiently.

Earned Value Management (EVM), on the other hand, is a project performance measurement technique that integrates scope, schedule, and cost data to provide a comprehensive view of project progress and performance relative to the original plan (Marshal, 2007). EVM enables project managers to identify variances early, forecast future performance, and make informed decisions to keep the project on track. The Cost Estimation Theory primarily informs the budgeting skills variable by providing the necessary tools and frameworks to forecast costs accurately and establish a sound financial baseline for the project. EVM informs the monitoring and evaluation skills variable by offering a quantitative method to measure project performance, assess cost efficiency, and monitor adherence to the planned schedule and budget.

In the context of Constituency Development Fund (CDF) projects, applying Cost Estimation Theory and EVM enhances cost management skills that ensure efficient use of resources, adherence to budgets, and reduction of financial risks. Effective cost management is crucial for the successful implementation of CDF projects, as poor budgeting and uncontrolled expenses often lead to project delays, compromised quality, or failure to complete the projects.

2.1.4 Stakeholder Theory and Communication Theory

Cost estimation methods evolved over decades with contributions from industrial engineers and economists, but formalized techniques like Parametric Estimating and Analogous Estimating were integrated into project management mainly through PMI and other bodies since the 1960s–70s.

Stakeholder Theory and Communication Theory are critical frameworks for examining the influence of communication skills on stakeholder satisfaction in project management. According to Freeman (1984), Stakeholder Theory posits that the success of any project is largely determined by how well the relationships with all key stakeholders are managed. These stakeholders include individuals, groups, or institutions that can affect or be affected by the project's outcomes. This theory underscores the importance of recognizing and addressing stakeholder interests, concerns, and expectations throughout the project lifecycle.

Communication Theory, particularly the Shannon-Weaver model, provides a foundational understanding of how information is transmitted, received, and interpreted within project environments. This model identifies key components in the communication process sender, message, medium, receiver, and feedback and highlights how noise or barriers can distort the intended message. This theory informs the communication strategies that project managers must develop to ensure clarity, reduce misunderstandings, and maintain stakeholder engagement.

In this context, Stakeholder Theory informs the moderating variable political goodwill by emphasizing the role of political actors as essential stakeholders whose support or resistance can significantly shape project implementation and outcomes. Political goodwill, when effectively managed through communication, can enhance stakeholder alignment and project acceptance.

Simultaneously, Communication Theory informs the independent variable project management skills by focusing on the importance of effective information exchange. Strong communication skills ensure timely updates, collaborative decision-making, and stakeholder inclusivity.

In Constituency Development Fund (CDF) projects, applying these theories enables project managers to tailor communication strategies that resonate with diverse stakeholder groups. This fosters transparency, trust, and satisfaction, thereby increasing stakeholder support, reducing resistance, and enhancing the likelihood of successful project completion.

2.2 Empirical Literature Review

This section analyzes, summarizes, and elaborates on existing empirical studies based on observed and measurable phenomena. It focuses on explaining the relationships between key variables relevant to the study, providing evidence from previous research to support the understanding of how project management skills influence CDF project implementation outcomes.

2.2.1 Project planning skills and timely completion of CDF projects

Project planning is one of the most critical activities in the life cycle of a project, as it largely determines the efficiency, timeliness, and quality of project completion. Planning forms the foundation upon which all other project activities are built, and without a solid plan, the probability of project failure increases significantly. Project planning competencies are essential in setting the objectives and scope of a project, designing appropriate implementation strategies, defining tasks, estimating the necessary resources to undertake the project, sequencing activities logically, and identifying as well as analyzing potential risks and hazards associated with the project. These planning components ensure that a project proceeds smoothly from initiation to completion, without unnecessary disruptions or cost overruns (PMI, 2017).

Globally, project planning skills are widely recognized as central to successful project implementation. Key components of these skills include the ability to create realistic budgets, communicate effectively with stakeholders, assess risks and opportunities, set achievable

timelines, and troubleshoot emerging issues. These competencies are instrumental in ensuring that projects meet both their time and quality targets across various sectors. A study by Kerzner (2017) emphasized that extensive planning is a critical success factor in project management, noting that projects with clearly defined and structured plans are more likely to be completed on time and within budget. These findings are supported by Pinto (2013), who argued that without a clear outline of deliverables and the processes to achieve them, failure is the likely outcome. The lack of clear processes and plans often leads to confusion, duplication of efforts, or gaps in the execution stage, thus compromising the quality and success of the project.

Projects, regardless of scale or scope, are fundamentally driven by plans. The lack of appropriate project planning skills leads to unclear baselines and undefined constraints, which makes it difficult to determine what the project seeks to achieve. Projects that begin without this essential groundwork are prone to failure or abandonment. Pinto's (2013) research went further to investigate the causes of such failures, concluding that the root of most project failures can be traced back to poor initial planning. The study revealed that failure to integrate proper planning procedures during the project initiation phase leads to a ripple effect of problems across other stages of the project. Similarly, Pourrasam and Ismail (2011) identified the same issue in their study on the Iranian construction industry, where they found that the lack of planning skills was a major reason for delayed project delivery. This challenge is not unique to Iran; it has been echoed in various other contexts, especially in developing countries.

Flyvbjerg (2017) echoed these sentiments, noting that despite the global understanding of the importance of project planning, a significant number of projects particularly in developing regions continue to experience delays due to inadequacies in planning. The reasons often cited include insufficient project scoping, underestimation of required resources, unrealistic time frames, and

failure to anticipate and manage risks. However, many of these studies focus on large-scale infrastructural projects such as road construction, airports, and industrial complexes. There remains a significant knowledge gap when it comes to understanding the challenges of planning and implementing smaller-scale projects, particularly those financed through decentralized mechanisms like the Constituency Development Fund (CDF). This highlights the need to examine the role of project planning skills in smaller, community-managed projects, such as the construction and equipping of educational facilities in public secondary schools, where local leadership and stakeholder engagement are crucial.

In Africa, the challenges of poor project planning have been widely documented, especially in public sector projects. Ika, Diallo, and Thuillier (2012), in their study of World Bank projects implemented in Africa, found that poor planning was among the top contributors to project delays and outright failures. The study highlighted common planning-related issues such as unrealistic project timelines, poor resource allocation, and inadequate risk assessment and mitigation measures during the planning phase. These challenges are consistent across many government-funded initiatives, including education and health infrastructure projects. In Nigeria, for instance, delay in the delivery of government projects has become endemic, with many projects remaining incomplete years after inception. Heagney (2016) observed that one of the primary reasons for these persistent failures is the lack of sufficient project planning skills among project managers and implementing personnel. Iroegbu et al. (2020) also emphasized the importance of proper planning, stating that without a sound project plan, the timely acquisition of resources—both human and material—becomes difficult, thus hampering progress and leading to missed deadlines and cost overruns.

Most of the studies mentioned tend to focus on technical planning aspects such as timelines, budgeting, and resource allocation. However, it is also important to recognize the role of community involvement in the planning process as a critical component of successful project implementation. Particularly in CDF projects, which are designed to address local development needs, stakeholder involvement can significantly enhance the relevance and acceptance of a project. Therefore, understanding how inclusive planning, community consultations, and transparent communication processes contribute to timely completion and sustainability of CDF projects is vital.

In Kenya, the CDF plays a key role in financing grassroots development, including the construction and improvement of school infrastructure in public secondary schools. While this funding mechanism has increased community access to development resources, the projects it finances are often marred by delays and inefficiencies. Several studies have identified weak project planning as a key reason for this problem. Wambugu and Gichunge (2016), for example, found that poor planning was the leading cause of delays in the implementation of CDF projects in Kenya. They noted recurring issues such as unrealistic cost estimates, lack of project scheduling, and poor coordination among stakeholders. Similarly, Kirui, Chemutai, and Rotich (2015) reported that despite the noble objectives behind CDF projects, many have stalled or failed due to poor planning and execution. Their research pointed out that these challenges are not isolated but systemic, affecting CDF projects across multiple counties.

Wafula, Makhokha, and Namusonge (2019) further noted that many projects initiated through the CDF have been featured in the media as “white elephants” projects that remain incomplete years after their inception. Such scenarios are symptomatic of poor planning and lack of strategic foresight. The situation is exacerbated by the limited capacity of local project management teams

to implement modern project management practices, which include detailed planning, stakeholder engagement, and performance monitoring. A contributing factor to this problem is that many individuals tasked with implementing CDF projects have not been adequately trained in project planning and management.

According to statistics provided by the Ministry of Public Works in Kenya, the average completion rate for most government projects, including those financed by the CDF, stands at only 38.6%. This dismal performance underscores the severity of planning deficiencies and explains the slow pace of development in many parts of the country. Without the application of proper planning skills, it becomes difficult to understand the project's scope and objectives. As a result, control mechanisms are weak, leading to schedule overruns, cost escalations, and incomplete deliverables. A study by Gathoni and Ngugi (2016) specifically focused on managerial skills in CDF projects and found a strong correlation between planning competencies and project success. The study concluded that project staff often lacked the managerial acumen to plan effectively and ensure efficient execution. Moreover, the absence of formal training meant that the personnel were ill-prepared to handle the complexities involved in modern project environments. This lack of capacity contributed to low success rates in terms of timely delivery and quality outcomes. The researchers also highlighted the need for continuous professional development and skill upgrading for project personnel involved in the implementation of CDF-funded projects.

Despite the attention given to the immediate consequences of poor planning such as delays and cost overruns, there has been limited focus on the long-term impact of these deficiencies on the sustainability of CDF projects. Most research studies emphasize what goes wrong but stop short of analyzing how poor planning skills affect the longevity and continued usefulness of completed projects. For example, poor planning can lead to construction defects or mismatches between

project outputs and community needs, which eventually renders the project irrelevant or in need of constant maintenance. There is, therefore, a critical need for more empirical studies that explore not only the short-term implementation challenges but also the long-term implications of planning deficiencies on the sustainability and scalability of CDF projects.

In conclusion, project planning skills are indispensable for the successful implementation of projects, whether large or small. The evidence from both global and local studies confirms that the planning phase sets the tone for the entire project life cycle. In Kenya, where the CDF continues to be a vital tool for grassroots development, strengthening planning skills among project stakeholders can significantly improve project outcomes. This includes not only technical planning aspects but also the soft skills necessary for engaging communities, aligning with local development goals, and ensuring long-term project sustainability. Addressing these gaps is essential if CDF projects are to fulfill their intended purpose of promoting equitable development and improving the quality of life in Kenya's underserved communities.

2.2.2 Monitoring and Evaluation and Overall, Success of CDF projects

Monitoring and Evaluation (M&E) is a fundamental component of project management that significantly contributes to the overall success and sustainability of projects. As outlined by the United Nations Development Programme (UNDP), the core objective of M&E is to enhance both the current and future administration of project outputs, outcomes, and impacts. By systematically tracking and evaluating the various stages of a project, M&E ensures that projects stay aligned with their original goals while providing valuable insights for improvement and learning. The role of M&E in facilitating timely decision-making, detecting implementation gaps, and fostering accountability cannot be overstated. It is through continuous monitoring and thorough evaluation

that project managers can detect variances early and implement corrective actions, thereby improving overall project performance.

Globally, a study by Briceno (2010) emphasized that projects equipped with robust M&E frameworks are far more likely to meet their intended objectives. These frameworks provide mechanisms for timely interventions, facilitating adjustments that enhance the responsiveness of the project to emerging challenges. Briceno's findings underscored that international development initiatives that incorporated continuous M&E processes were better able to manage project risks, adapt to shifting conditions, and ensure long-term sustainability. Similarly, Faten et al. (2020) argued that M&E plans must be established from the initial planning stages of project formulation. Early incorporation of M&E ensures that a comprehensive system is in place to track interventions and evaluate their success, thereby embedding accountability and learning mechanisms into the project from inception.

Globally, M&E has proven instrumental in helping organizations especially Non-Governmental Organizations (NGOs) identify project problems and their root causes, which in turn enables them to propose effective solutions (Shapiro, 2011). On the contrary, NGOs that neglect the importance of M&E often fail to achieve their project goals due to the absence of structured performance tracking. Olive (2012) further highlighted that M&E is not just an auxiliary activity but an integral element of good project management practice across the globe. According to her, M&E is indispensable in ensuring that project objectives are met efficiently and that outcomes remain consistent with stakeholder expectations. Musomba (2012), in a study on M&E practices at the Malaysia College of Computer Science and Information, affirmed that project performance was significantly enhanced through the presence of well-planned M&E structures. While these studies offer compelling insights, most of them focus on large-scale or international projects, offering

generalized conclusions that may not apply to smaller, community-driven initiatives such as those financed by Constituency Development Fund (CDF) mechanisms in countries like Kenya.

In Africa, the application and effectiveness of M&E in development projects show considerable variation depending on the country and context. Van der Waldt (2020), in a study on development projects across Sub-Saharan Africa, pointed out several systemic challenges affecting M&E effectiveness. Among the most persistent issues are the lack of stakeholder ownership of M&E processes, inadequate funding for M&E activities, and the tendency to treat M&E as an afterthought rather than an integral component of project planning. These challenges result in delayed reporting, substandard data quality, and limited learning from project experiences all of which compromise the effectiveness and sustainability of development interventions. Cobar et al. (2020) highlighted that M&E is crucial in evaluating the achievement of project outcomes, checking implementation progress, and informing planning adjustments. Their work suggests that continuous involvement of all stakeholders, donors, project managers, evaluators, and beneficiaries is essential for building robust and applicable M&E frameworks.

A notable contribution by Faten et al. (2012) reiterated that early planning of M&E is vital in setting up mechanisms to monitor activities and measure success. Ika et al. (2012), in their evaluation of World Bank operations in Africa, found that effective implementation of M&E frameworks directly influenced the success of projects. The study revealed that projects with strong M&E components were more likely to achieve their objectives within the set timelines and budgets, while also satisfying stakeholder expectations. However, the study also identified several obstacles, including poor institutional frameworks, lack of skilled personnel, and underfunding, which significantly limit M&E effectiveness. Kissi et al. (2019), examining M&E practices in the Ghanaian construction sector, concluded that there was a positive correlation between M&E

planning and project success criteria, particularly in relation to cost control, time management, and stakeholder satisfaction.

While these African studies offer valuable insight, they often generalize M&E challenges across the continent without addressing the unique political dynamics, institutional frameworks, and stakeholder relationships that exist in specific countries or projects. Furthermore, little attention is paid to localized development initiatives such as CDF projects. As a result, there is a research gap regarding how political influences, power dynamics, and administrative structures affect the implementation of M&E at the grassroots level, particularly in education infrastructure projects funded by the CDF.

In the Kenyan context, the success of CDF projects, particularly in public secondary schools, is closely tied to the robustness of monitoring and evaluation systems. Nyaguthi and Oyugi (2013), in a study of CDF projects in Nyamira County, found that M&E was instrumental in enhancing project outcomes, especially with respect to timelines and addressing community needs. However, the study also highlighted several limitations, including insufficient M&E capacity, inadequate community involvement, and poor post-project follow-up. These challenges weaken the effectiveness of M&E and undermine the overall sustainability of the projects. Rumenya and Kisimba (2020), in their examination of education projects in Mombasa, found that strong M&E systems especially those with clearly defined organizational structures, adequate human resource capacity, and comprehensive M&E plans were strongly associated with improved project performance in the education sector.

According to Lagat, Makokha, and Namusonge (2016), M&E is a pivotal component of project management that ensures projects remain aligned with their goals and milestones. M&E provides the necessary checks and balances throughout the project cycle, from inception to closure. Abdi

and Kimutai (2018) emphasized that for M&E to be truly effective, teams must ask relevant questions, scrutinize both expected and emerging issues, and generate credible data to support informed decision-making. Unfortunately, Barasa (2004) noted that personnel responsible for M&E in many Kenyan CDF projects lack the skills and training required to perform their roles effectively. Kario (2018) added that community members are often excluded from the M&E process, despite statutory provisions mandating their participation. This exclusion not only reduces transparency but also diminishes the relevance and local ownership of CDF projects. Consequently, there is a pressing need for communities to be sensitized about their roles in decision-making processes, particularly regarding project monitoring and evaluation.

Wachamba (2013), in a study on NGO M&E practices in Nairobi, found that capacity-building initiatives significantly enhanced the effectiveness of M&E in project implementation. Training programs and skill development sessions were found to be key contributors to project success, as they equipped personnel with the tools needed to collect, analyze, and interpret data effectively. Wachamba's findings are particularly relevant for CDF projects, where M&E functions are often managed by local project committees with limited technical backgrounds. Strengthening these capacities could greatly improve the success rate of development projects in local communities.

Further evidence from Kiambu County underscores the challenges faced by CDF projects despite having M&E frameworks in place. A study by Wanjiru (2015) revealed that while M&E structures existed, their implementation was often weak due to financial constraints, low awareness, and limited capacity among M&E personnel. Moreover, the study highlighted that M&E data was rarely used to inform decision-making, leading to inefficiencies and, in some cases, project failure. For instance, some projects were found to be redundant or misaligned with community priorities, resulting in wasted resources and lost opportunities for meaningful development. These

shortcomings signal a disconnect between data generation and utilization—an issue that must be addressed if M&E is to fulfill its intended role in project management.

Across most studies on M&E in Kenya, several consistent themes emerge. First, there is a general lack of assessment regarding the long-term impacts of M&E practices on project sustainability. Most studies focus on immediate project outcomes such as timelines and cost efficiency but do not explore how M&E contributes to the enduring success and relevance of projects. Secondly, the focus has often been on technical aspects of M&E, such as data collection tools and reporting formats, without sufficient consideration of the broader social, political, and organizational factors that affect M&E implementation. For example, the influence of local politics, power struggles within project committees, and donor-driven agendas can all compromise the objectivity and functionality of M&E systems in CDF projects.

Moreover, few studies have explored how participatory M&E models those that actively involve community members in tracking project progress can enhance accountability and project ownership. Involving local stakeholders in data collection, progress tracking, and decision-making fosters a culture of transparency and trust, which is crucial for the success of CDF projects. It also ensures that the indicators used to measure success are aligned with community needs and expectations, rather than being imposed by external actors or project committees operating in isolation.

In conclusion, monitoring and evaluation play a pivotal role in the success of development projects across the globe, and particularly in community-driven initiatives like Kenya's CDF projects in secondary schools. When well-planned and adequately resourced, M&E systems contribute to timely project completion, efficient resource utilization, and the realization of intended outcomes. However, in the Kenyan context, M&E effectiveness is hampered by a variety of challenges

including inadequate training, limited stakeholder involvement, poor funding, and weak integration of M&E data into decision-making processes. Addressing these gaps requires a holistic approach that includes capacity building, early planning of M&E frameworks, political goodwill, and inclusive stakeholder participation. Only then can CDF projects achieve their intended impact and contribute meaningfully to the development of Kenya's public education sector.

2.2.3 Cost Management Skills and Implementation of CDF.

Cost control is one of the major components of project management, encompassing the processes of cost anticipation, estimation, budgeting, and cost regulation to ensure that an organization meets its financial objectives within the scope of a project. Effective cost management skills are essential for the successful implementation of projects, including those funded through localized mechanisms such as the Constituency Development Fund (CDF). Cost control enables project managers to maintain financial discipline, optimize resource allocation, and ensure that projects deliver value within approved budgets.

Globally, cost management is recognized as a cornerstone of successful project implementation. The Project Management Institute (PMI, 2017) defines effective cost management practices as involving the development of detailed cost estimates, preparation of a comprehensive budget, and the application of cost control mechanisms throughout the project life cycle. These practices help projects remain within financial constraints and avoid costly overruns that can jeopardize project success. Flyvbjerg (2014), in his extensive study of megaprojects across different countries, identified poor cost management as a leading cause of cost overruns and project delays globally. His research revealed that inadequate cost estimation, failure to account for contingencies, and lack of rigorous financial oversight are among the most common challenges leading to project

failures worldwide. The magnitude of cost overruns in large projects often undermines public confidence and drains scarce resources, impacting future project funding.

Similarly, Hill (2018) emphasized the importance of resource planning in cost management, noting that project managers must determine the necessary resources including personnel, equipment, and materials and quantify these accurately to estimate costs. He highlighted that accurate cost estimation is fundamental to the planning process and that managers must anticipate both direct costs and recurring costs that arise during project implementation. Hwang and Ng (2013) further pointed out that cost management is not limited to one-off expenses but also encompasses ongoing costs that occur throughout the project life cycle.

Other researchers such as Kerzner (2017) and Meredith and Mantel (2018) reinforce the idea that projects with strong cost management frameworks are more likely to be completed on time, within budget, and to deliver high-quality outputs. These scholars argue that cost control practices provide a financial roadmap that enables project teams to identify deviations early and implement corrective actions.

However, most of these global studies provide extensive insights mainly on large-scale infrastructure or industrial projects, with limited focus on smaller scale or community-based projects. There remains a knowledge gap in understanding how cost management practices operate in smaller, decentralized projects such as those financed by the CDF in Kenya. Furthermore, these studies often emphasize technical aspects of cost management, while underexploring how organizational culture and socio-political dynamics influence cost control practices.

In Africa, cost management remains a significant challenge in the implementation of development projects. Ika, Diallo, and Thuillier (2012) observed that many projects across the continent suffer from cost overruns and delays due to inadequate cost management practices. Their study

highlighted that poor budgeting, lack of stringent financial oversight, and corruption are common issues that lead to inefficient resource use and project failures. Such systemic problems exacerbate development challenges in African countries where resources are already limited.

Faremi, Ogunsanmi, and John (2016) investigated factors affecting cost and schedule management in building projects in Lagos, Nigeria. Their findings underscored that key cost management issues include poor planning, administrative paperwork delays, low labor quality, and ineffective financial resource management. These factors contribute directly to cost overruns and project inefficiencies, highlighting the critical need for improved project cost management skills in the region.

Project management, inclusive of cost management, is paramount for achieving Africa's development agenda, particularly in service delivery and infrastructure improvement (Botha, 2013). Despite this, Africa ranks low in the availability of cost management professionals with adequate knowledge and skills (Zhang & Fan, 2013). Ahsan and Gunawan (2010) examined donor-funded projects across Africa and found that inadequate cost management skills among project managers frequently resulted in unrealistic cost estimates, poor contingency planning, and weak cost control during project execution. Their study recommended capacity building initiatives to strengthen the cost management capabilities of project managers to improve overall project performance.

Effective project budgeting begins with accurate budget estimation, a key aspect of cost management skills. Lugusa and Moronge (2016) note that budget estimation involves aggregating the estimated costs of individual project activities to establish a cost baseline. This baseline represents the authorized budget minus any reserves set aside by management for unforeseen contingencies. Without a proper cost baseline, projects risk uncontrolled spending and financial

inefficiencies. In addition, the authors emphasize the importance of time control schedules in cost management. Schedules assist project teams in monitoring project progress and managing deviations from the planned timeline. Timely schedule updates help avoid cost overruns by ensuring that activities are completed within allocated timeframes, reducing the likelihood of additional expenses caused by delays.

Despite the valuable insights from these studies, they often generalize cost management challenges without considering the diverse contexts of different countries or project types. Notably, there is a significant gap in exploring the role of local communities and stakeholders in cost management, especially in community-driven projects like those funded by CDFs. Most research has focused on externally funded projects, neglecting locally financed initiatives that operate under different socio-political and economic dynamics.

In Kenya, the Constituency Development Fund has played a significant role in financing local development projects, including educational infrastructure, healthcare facilities, and community services. However, the success of these projects is often compromised by inadequate cost management practices. Wambugu and Gichunge (2016), in their study of CDF projects in Nairobi County, identified poor cost management as a leading cause of project delays and budget overruns. The study pointed out issues such as inaccurate cost estimation, lack of transparency in financial reporting, and insufficient financial oversight by project committees. These deficiencies contribute to inefficient use of allocated funds and undermine community trust in the CDF program.

Chepkonga (2006) observed that heads of institutions managing CDF projects often lack training in key financial management areas such as accounting and budget preparation. This skills gap affects how financial resources are handled, leading to poor cost control and inefficiencies. Atieno et al. (2021) further noted that the lack of financial literacy among school principals impacts other

areas of project management, including human resource and risk management, which indirectly influence project budgets negatively over time. A major contributing factor to this problem is that many teachers are promoted to headship positions without prior training on the financial and managerial responsibilities these roles entail (Atieno et al., 2021).

Korir (2018), in a study focused on cost management practices within CDF projects, highlighted that many project managers lack formal training in cost management. This deficiency results in poor budgeting, inadequate financial control, and limited use of financial monitoring tools. The study also noted the detrimental role of political interference in financial decision-making, which often leads to the misallocation of funds and consequent project delays. Such interference undermines cost control systems and exposes projects to risks of corruption and inefficiency.

While many Kenyan studies acknowledge the challenges of cost management in CDF projects, there remains a critical gap in understanding the long-term effects of poor cost management on the sustainability of these projects. Additionally, there is a need to investigate how socio-political factors influence cost management skills and decision-making within the CDF framework. For instance, political patronage and local power dynamics may affect budgeting decisions, procurement processes, and financial reporting, all of which have cost implications. Lastly, community engagement in cost management remains underexplored, despite its potential to enhance transparency, accountability, and project ownership.

Cost control is a vital element of project management that directly influences the success and sustainability of projects, including those financed by local mechanisms like Kenya's CDF. Globally, cost management is acknowledged as essential for ensuring projects remain within budget and achieve their objectives. However, many projects particularly large infrastructure ventures continue to suffer from cost overruns due to inadequate estimation, poor financial

oversight, and lack of contingency planning. In Africa, cost management challenges are compounded by systemic issues such as poor budgeting practices, corruption, and limited capacity among project managers. These challenges hinder the efficient use of resources and delay project completion. Kenya's CDF projects are no exception; studies reveal that poor cost management practices, limited financial literacy, and political interference significantly affect project outcomes. Addressing these challenges requires a multi-faceted approach that includes enhancing the cost management skills of project managers through training and capacity building, improving financial oversight mechanisms, and fostering greater community involvement in financial decision-making. Future research should explore the socio-political influences on cost control and the role of community participation in enhancing financial accountability in CDF projects. Such insights will contribute to more effective cost management practices and ultimately improve the delivery and sustainability of development projects at the grassroots level.

2.2.4 Communication Skills and Stakeholder satisfaction in CDF Projects.

Communication skills refer to the ability to effectively convey or share ideas, information, and feelings. In the context of project management, communication occupies a critical position, especially in ensuring that everyone involved or affected by the project recognizes the work, remains engaged, and is satisfied with the results. Effective communication facilitates coordination, cooperation, and transparency—factors that are pivotal for successful project delivery.

Globally, the significance of communication in project management is well documented. The Project Management Institute (PMI) (2017) highlights communication as one of the most crucial success factors for projects. According to PMI, successful projects spend on average 90% of their time engaged in communication activities. These activities include interacting with stakeholders,

disseminating project information, and receiving feedback. This intense focus on communication underscores its role as a foundation upon which project success is built.

Johnson-Cramer and Berman (2019) examined the channels through which communication with stakeholders occurs and observed that a variety of methods exist, such as newsletters, employee work councils, customer focus groups, community town meetings, and engagement by public affairs officers. Organizations and projects differ substantially in the extent and manner in which they employ these communication channels to engage stakeholders effectively.

Bourne and Walker (2012) stressed the importance of identifying the specific communication needs of stakeholders and tailoring communication strategies accordingly. Their study demonstrated that effective communication plans enhance stakeholder satisfaction because such plans ensure stakeholders are informed, involved, and aligned with the project's objectives. They further emphasized that a "one-size-fits-all" communication approach is insufficient; rather, communication must be customized to address the distinct concerns and expectations of different stakeholder groups. Tailored communication not only keeps stakeholders engaged but also builds trust and facilitates smoother project implementation.

An important dimension of communication highlighted by Meredith and Mantel (2018) is the development of feedback mechanisms. They argue that effective communication is a two-way process involving not just the dissemination of information but also the collection of feedback from stakeholders. This reciprocal flow of information enables project managers to address concerns, clarify misunderstandings, and make necessary adjustments in a timely manner.

Flynn and Adams (2017) added another layer of complexity by studying the impact of cultural differences on communication style and stakeholder satisfaction. Their research underscores the need for cultural sensitivity and adaptability in communication strategies. They caution that

managers who fail to recognize cultural nuances risk miscommunication, which can reduce stakeholder satisfaction and project success.

While these global studies underscore the importance of communication in achieving stakeholder satisfaction, most of them focus on large-scale projects with complex stakeholder networks. There remains a gap in applying these strategies effectively in smaller, community-driven projects such as those funded by the Constituency Development Fund (CDF) in Kenya. Furthermore, there is insufficient exploration of how cultural differences specifically influence communication styles and stakeholder satisfaction in localized settings.

In Africa, communication strategies must often contend with diverse stakeholder groups who require different forms of communication with content tailored to their interests. Stoldt et al. (2012) emphasized that stakeholder participation and satisfaction in projects require a collaborative engagement process throughout the project's design, implementation, monitoring, and evaluation phases. This participatory approach ensures that stakeholders feel valued and contributes to higher satisfaction levels. Chikati (2009) observed that communication in many African projects tends to flow in a top-down manner, with limited opportunities for feedback from lower-level stakeholders. This one-way communication often leads to dissatisfaction and feelings of exclusion among community members, undermining the social cohesion essential for project success. Hierarchical organizational structures, common in many African contexts, exacerbate this problem by restricting open communication and reinforcing power imbalances.

Linguistic diversity presents another significant barrier to effective communication. Eshun and Mireku (2019) pointed out that the presence of multiple languages within a project area complicates clear communication, leading to misunderstandings and reduced stakeholder satisfaction. Overcoming such barriers requires deliberate efforts to employ inclusive

communication methods that consider local languages and dialects. Political influence further complicates communication dynamics in African projects. Diallo and Thuiller (2012) highlighted that political interference often disrupts communication channels, causing misinformation and misalignment between project goals and stakeholder expectations. This interference can erode trust and reduce transparency, leading to stakeholder dissatisfaction and sometimes outright opposition to projects.

Communication within projects can be internal or external, upward or downward, and all these forms must be managed effectively to achieve project success and customer satisfaction (Van der Waldt, 2020). Charles et al. (2012) noted that developing and implementing effective communication management techniques improves project performance across many African projects by facilitating stakeholder satisfaction. Ika et al. (2012) observed that local leaders play a critical role in communication and stakeholder satisfaction in African communities. Involving these leaders in communication processes fosters trust, enhances message delivery, and improves stakeholder buy-in. Despite these findings, most African studies on communication challenges take a broad approach without focusing on specific development initiatives like CDF projects. There is an identified need to understand how communication challenges uniquely affect CDF projects, particularly in relation to stakeholder satisfaction. Additionally, the role of informal communication networks and social dynamics on stakeholder engagement and satisfaction remains underexplored.

In Kenya, the success of CDF projects is heavily influenced by the effectiveness of communication between project managers and stakeholders. Wanjiru (2015) examined communication in the implementation of CDF projects in Kiambu County and found that inadequate communication was a major cause of stakeholder dissatisfaction. Key challenges identified included lack of

transparency, insufficient stakeholder involvement, and ineffective feedback mechanisms. These issues often resulted in project delays and conflicts, reducing overall project effectiveness. Laurie (2011) identified two main aspects of communication satisfaction after project performance: relational communication and informational communication satisfaction. Relational communication focuses on fostering healthy relationships between project managers and stakeholders. Effective communication builds mutual trust and confidence, creating a supportive environment essential for collaboration. Informational communication satisfaction pertains to the adequacy and clarity of the information shared, ensuring stakeholders are well-informed about project progress and challenges.

Nyanguthii and Oyugi (2013), in their study of CDF projects in Mwea Constituency, highlighted the importance of community participation in communication. Their findings showed that when communities are actively involved in communication processes, they develop a greater sense of ownership, leading to higher satisfaction levels among stakeholders. This participatory communication model fosters transparency and accountability, which are vital for sustainable project outcomes. Korir (2018) noted that projects that incorporate feedback loops are more likely to achieve stakeholder satisfaction. Feedback mechanisms allow for continuous improvement and adaptation of project plans based on stakeholder input. Such loops enable project teams to respond promptly to concerns, align project activities with stakeholder expectations, and maintain transparency throughout the project lifecycle. Although Kenyan studies recognize the importance of transparent and participatory communication for stakeholder satisfaction, there remains a lack of practical solutions for overcoming communication challenges in CDF projects. More research is needed to develop context-specific communication strategies that address local cultural, political, and social realities.

Effective communication skills are indispensable in project management for ensuring stakeholder recognition, engagement, and satisfaction. Globally, communication is recognized as a key success factor, with effective communication strategies and feedback mechanisms contributing significantly to project performance. African contexts add complexity due to linguistic diversity, hierarchical structures, and political interference, all of which can impede open and inclusive communication. In Kenya, particularly within CDF projects, communication challenges often translate into stakeholder dissatisfaction and project delays. Addressing these issues requires tailored communication strategies that consider cultural and social dynamics, enhanced feedback mechanisms, and active community involvement. The development of such approaches will improve transparency, accountability, and ultimately the success and sustainability of projects at the community level.

2.3 Conceptual Framework

A conceptual framework is defined as a hypothesized model identifying the concepts under study and their relationship. The study was guided by the conceptual framework as shown in figure *1* below;

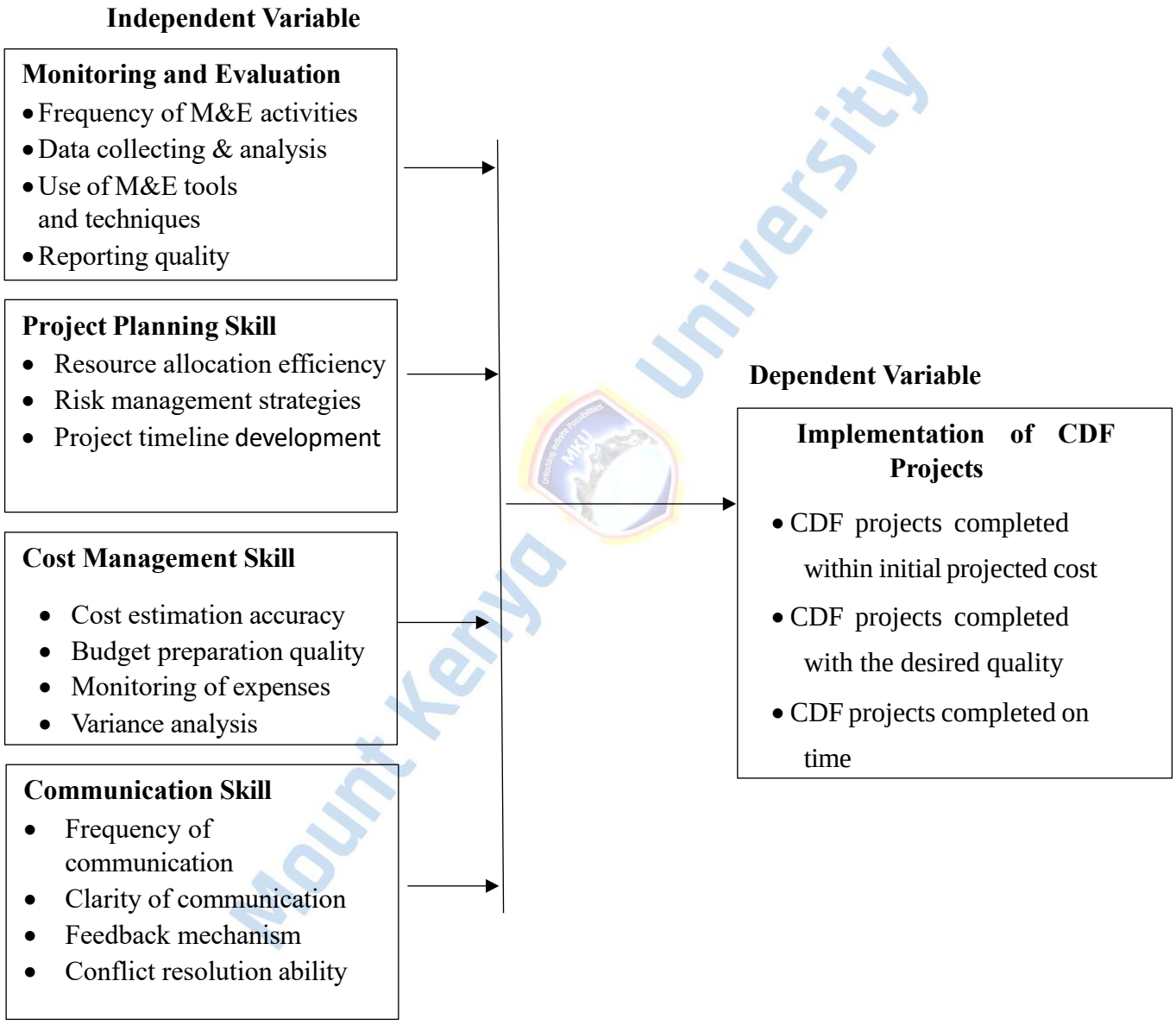

Figure 1: Conceptual framework

Source: (Research Data2025)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methodology that was adopted in carrying out the study, covering research design that was preferred for the study, target population, sampling procedure and sampling size used. Also, it highlighted data collection methods, pilot survey, validity and reliability, instrumentations, methods of data analysis and ethical considerations.

3.1 Research design

This study used a descriptive survey research design for the entire study as explain the relationships between variables without altering the relationships. Cross- sectional survey was ideal for this study because it brought out information on skills that would be rendered immeasurable by observational techniques.

3.2 Location of the study

Belgut constituency is located in Kericho County, Kenya. It spans the area that lies between the Kericho Kisumu highway to the east and Chemosit River to the west. It occupies the land mass between Kericho, Sondu and Kabianga towns. The constituency is located 0°24'07"S 35°16'58"E and covers approximately 296sq km, with an estimated population of 145,072

3.3 Target Population

Belgut CDF have funded 263 public school projects both secondary and primary school from the financial year 2019/2020-2024/2025 including some of all 35 public secondary schools in the

constituency (Belgut Constituency Development Committee Reports 2019-2024). The study targeted all Belgut Constituency Project Management Committee who are currently implementing and those who had implemented the projects funded by the CDF. The population comprised of 445 PMC members that were drawn from 112 completed and ongoing CDF funded projects in Belgut constituency (Belgut Constituency Development Committee Reports 2019-2024). The population was targeted given the fact that they have first-hand experience of project work in the constituency. The 112 respondents consisted of technical person from public works, CDF representative, Principal, Community representative and BOM Chairperson.

3.4 Sampling procedures and techniques

According to (Taherdoost 2016), the sample must be large enough to represent the salient characteristic of the accessible population and hence the target population. The respondent were selected from PMCs using simple random sampling procedure in which the PMCs which consist of Technical person from public works, CDF representative, Principals of the Secondary schools, BOM chairperson and Community representative had equal changes of being selected for the purposed of the study This approach provided a complete and comprehensive data making it possible to get accurate picture of the entire population without the limitation and potential biases of sampling.

3.5 Sample size

Sample size is defined as the number of units, or cases, in a study sample that are available for analysis. This can include individuals, households, or other units of analysis, and is often represented as "n" in statistical notation. The sample size is critical in determining the accuracy and reliability of statistical results, as it affects the precision of estimates and the ability to detect

significant effects. They further stress that the sample size must be large enough to detect the anticipated effect size in a study. The study adopted a probability sampling design in which each item in the target population was accorded equal chances of being included in the final sample drawn. According to Taherdoost (2016) 10% to 30% of the total population is appropriate for the study. In this study the researcher used 25% of the target population (25% of 445) giving the sample size of 112 respondents as shown in the table below;

Table 1 Number of sampled respondents

Respondents	Number
Principal	20
CDF representative	28
CDF Project management committee	34
Technical person	20
Community Representative	10
Total	**112**

Source: Research Data (2025)

3.6 Data collection instruments

The study employed both primary and secondary data collection methods to obtain a comprehensive and diverse range of information. Primary data were gathered directly from respondents through questionnaires, while secondary data were sourced from existing records, reports, and relevant literature to support and validate the research findings.

3.6.1 Primary data

The method of primary data collection involved the use of questionnaires, which were designed to gather detailed information from the respondents, primary consisting of individuals involved in the management and implementation of CDF projects within public secondary schools. The questionnaires included structured questions aimed at collecting both data on project management skills such as communication, risk management, budgeting, and leadership, and how these skills

influenced the successful implementation of the CDF projects. This method was chosen for its ability to reach a larger sample size efficiently and allows for standardized data collection, ensuring consistency and ease of analysis.

3.6.1.1 Questionnaires

A structured questionnaire was used as the primary tool for data collection from the respondents. It was designed to include both closed-ended and open-ended questions, with a majority being closed-ended. This approach ensured that quantifiable data could be collected for descriptive analysis, while open-ended responses provided deeper insights for interpretation. The questionnaire was tailored to address the specific research objectives, ensuring that each question contributed directly to answering the study's key inquiries. This method was preferred due to its ease of administration, cost-effectiveness, and time efficiency, making it a practical tool for reaching a large number of respondents within a limited timeframe. Additionally, the structured format allowed for consistency in responses, facilitating data analysis and comparison across different stakeholder groups. By combining both qualitative and quantitative elements, the questionnaire enabled the researcher to gather comprehensive information necessary for making informed inferences about the influence of project management skills on CDF project implementation.

3.6.1.2 Secondary data

Secondary data was collected through a comprehensive review of existing literature, including both electronic and printed sources. The focus was on materials related to project management skills and the implementation of Constituency Development Fund (CDF) projects. Key sources included reports and documents obtained from the local CDF office and the Office of the Auditor

General, which provided valuable insights into financial management and project execution. Additionally, relevant information from credible internet sources was utilized to supplement the data. This secondary data supported the study by providing context, validating findings, and highlighting gaps addressed through primary research.

3.7 Validity and reliability

Validity refers to the degree to which an instrument accurately measures what it is intended to measure. In this study, enhancing the validity of the data was a key priority. To achieve this, the researcher ensured maximum cooperation from respondents by first building a friendly and open relationship. Establishing rapport prior to the interviews made participants feel comfortable and confident, thereby promoting honest and accurate responses. Additionally, all respondents were informed about the purpose of the study, which enhanced their trust and willingness to provide valid data. The research tools, particularly the questionnaires, were thoroughly reviewed and refined before deployment to ensure they effectively captured the required information, thus contributing to the validity of the findings.

Reliability refers to the extent to which research results can be reproduced when repeated under similar conditions. According to Golafshani (2013), and Creswell (2012), reliability is achieved when repeated research yields consistent results under the same settings. In this study, reliability was addressed by focusing on the consistency of the measurements. The research instruments were subjected to a test-retest method, where the same instruments were administered under similar conditions at different times. This approach helped identify and correct any inconsistencies or weaknesses in the tools. Based on the results, necessary adjustments were made to strengthen the instruments and improve the overall reliability of the research process.

3.8 Data Collection procedures

An introduction letter obtained from the researcher's academic institution was used for official identification when approaching Belgut Constituency CDF staff, school principals, and other relevant stakeholders. Permission was formally sought from appropriate offices and departments before the commencement of data collection. The questionnaires were administered to respondents using the drop-and-pick-later method, allowing them adequate time to complete the responses. Fully completed questionnaires were collected at a later date, and follow-up call-backs were made when necessary to ensure a high response rate. To uphold ethical standards, each questionnaire was accompanied by a confidentiality assurance letter. This letter clearly communicated to respondents that their information would be treated with strict confidentiality and used solely for academic research purposes.

3.9 Data analysis techniques and procedures

Descriptive techniques were used in data analysis and presentation in this study where, proportions, percentages and averages were used to arrive at a general conclusion. Pearson correlation analysis was employed to determine the relationships between planning skills and implementation of CDF projects, M&E skills and overall success of CDF projects. While multiple linear regression was used to assess the influence of cost management skills and implementation of CDF projects and Communication skills on stakeholder satisfaction. Statistical significance was tested at a 95% confidence level ($p < 0.05$). After data was collected it was computed and analysed using statistical packages for social sciences (SPSS).

3.10 Ethical consideration

This study took ethical considerations seriously. Participation was entirely voluntary, and informed consent was sought from all respondents prior to their involvement in the research. No participant was coerced or offered undue inducement to take part in the study. Each respondent was fully informed about the nature, purpose, and scope of the research, including their rights to withdraw at any stage without any negative consequences.

Confidentiality of the information provided was assured, and participants were informed that the data collected would solely be used for academic and research purposes. To enhance anonymity, respondents were instructed not to include any identifying information such as names or registration numbers on the questionnaires. This ensured that individual identities remained undisclosed.

Furthermore, the researcher observed the appropriate institutional and administrative protocols before proceeding with data collection. The correct chain of command was followed to seek the necessary permissions, ensuring the study adhered to both ethical standards and institutional requirements.

CHAPTER FOUR

RESEARCH FINDING, ANALYSIS AND DISCUSSIONS

4.0 Introduction

This chapter presents the analysis, results, and discussion of the research findings on the relationship between project management skills and the implementation of Constituency Development Fund (CDF) projects in public secondary schools in Belgut Constituency, Kericho County, Kenya. The analysis is grounded in data gathered from 112 respondents, comprising school principals, CDF officials, project committee members, technical experts, and community representatives, who all play critical roles in project execution. The chapter begins with descriptive statistical analysis, which includes the use of frequencies, percentages, means, and standard deviations to summarize the characteristics of the data and highlight trends. These findings are presented in tabular and graphical formats for clarity and ease of interpretation. The interpretation of results is guided by the study's specific objectives, which focus on the influence of key project management skills namely communication, planning, budgeting, and monitoring and evaluation on the implementation of CDF projects. The discussion section links the empirical findings to the theoretical framework and literature reviewed, offering insights into practical implications and areas that require capacity strengthening for improved project outcomes in the education sector.

4.1 Response rate

The study sample 112 respondents including 20 Principals, 28 CDF representatives, 34 CDF project management committee members, 20 technical persons and 10 community representatives who were issued with questionnaires. All of the participants filled and returned the questionnaires in good time, giving a response rate of 100%. This was in line with Mugenda and Mugenda (2003)

which states that a response rate of 50% is adequate for analysis and reporting, a rate of 60% is good response rate of 70% and over is excellent. Based on the assertion the response rate of the study was excellent.

4.2 General information

4.2.1 Respondent position.

The study sought to find out respondents' position in the study. The respondents were asked to state their position and the result are shown in the table 1 below.

Table 2: Respondents Position

Principal	20	17.86 %
CDF representative	28	25.00 %
CDF Project management committee	34	30.36 %
Technical person	20	17.86 %
Community Representative	10	8.90 %
Total	**112**	**100.0**

Source: Research Data (2025)

From the findings in table 2 most of the respondent position as shown by 30.36% which represent CDF project management committee, 25 % indicated CDF representative, 17.86% indicated Principal and Technical persons whereas 8.90% indicated community representative. The distribution indicated balanced representation from all key stakeholders involved in the planning execution and oversight of CDF projects.

4.2.2 Years of experience in CDF Project Management.

To assess the level of experience in managing Constituency Development Fund projects, each respondent was asked to indicate the number of years they had been actively involved in such projects. This information was crucial in understanding the depth of practical knowledge and

familiarity the participants had with CDF project implementation. The summarized findings are presented in table 3 below for further analysis and interpretation.

Table 3: Years of experience

Years	Frequency	Percent
Less than 1 year	6	5.36%
1-3 years	34	30.36%
4-6 years	67	59.82 %
More than 6 years	5	4.46%
Total	**112**	**100.0**

Source: Research Data (2025)

From the findings above, it was revealed that most respondent had 4-6 years of experience (59.82 %). 30.36 % of the respondent had 1-3 years of experience, 5.36% had less than 1 year of experience and 4.46% had more than 6 years of experience in CDF projects.

4.2.3 Number of CDF projects managed/involved.

In order to analyze the number of CDF project managed/involved, respondent was asked to indicate the number of CDF projects managed/involved in this project as shown in the table 4;

Table 4: Number of CDF projects managed/involved

No. of Projects	Frequency	Percent
1-3	13	11.60%
4-6	28	25.00%
7-10	39	34.80 %
More than 10	32	28.26%
Total	**112**	**100.0**

Source: Research Data (2025)

From the findings in table 4.3 most of the respondent 34.80% was involved in 7-10 projects, 28.26% indicated that they participated in more than 10 projects, 25% of

respondents indicated 4-6 projects, whereas 11.60% of the respondent indicated 1-3 projects.

4.3 Finding based on objectives

4.3.1 Impact of project planning skills on timely completion of CDF projects

The study sought to establish the impact of project planning skills on timely completion of CDF projects. The findings are displayed in the table below

Table 5: Impact of project planning skills on the timely completion of CDF projects

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Adequate project planning is carried out before the implementation of CDF projects electricity connectivity	10	0	12	55	35	3.94	1.10
The timelines set during the project planning phase was realistic and achievable.	10	0	15	52	35	3.91	1.11
Adequate resources were allocated during the planning stage, ensuring timely project completion.	8	0	12	53	39	4.03	1.05
Project planning skills among stakeholders influence the timely completion of CDF projects.	5	0	11	38	58	4.29	0.94
Clear project timelines are established during the planning phase of CDF projects.	0	4	8	44	56	4.36	0.77

The project planning phase includes risk management strategies to ensure timely completion.	2	2	6	40	58	4.39	0.83
Inadequate project planning has led to delays in the completion of CDF projects.	4	2	7	44	55	4.29	0.93
Stakeholders involved in project planning have the necessary skills to develop realistic project schedules.	2	0	12	45	53	4.31	0.80

Source: Research Data (2025)

Table 5 presents the findings on the role of project planning in the timely completion of Constituency Development Fund (CDF) projects. The mean scores for the various statements ranged from 3.91 to 4.39, all indicating a strong level of agreement among respondents regarding the positive influence of project planning on timely project delivery. The highest-rated statement was that the project planning phase includes risk management strategies to ensure timely completion, which received a mean score of 4.39 and a standard deviation (SD) of 0.83. This suggests that integrating risk management into planning is considered essential in preventing delays and facilitating smooth project implementation.

Another highly rated statement was that clear project timelines are established during the planning phase of CDF projects, which had a mean of 4.36 and an SD of 0.77. This reflects a shared understanding among stakeholders that well-defined timelines are critical for effective execution. However, the lowest-rated statement was that the timelines set during the project planning phase are realistic and achievable, which scored a mean of 3.91 and an SD of 1.11. This indicates some level of concern or variation in experiences regarding the realism of planned timelines.

Overall, the findings show that planning processes are largely considered effective. High mean scores were reported for the adequacy of resource allocation (Mean = 4.03) and the presence of clear timelines (Mean = 4.36). Moreover, respondents acknowledged that inadequate planning has been a contributing factor to project delays (Mean = 4.29). These results support the conclusion that project planning skills have a significant impact on timely project completion. Structured planning practices such as setting realistic timelines, allocating sufficient resources, and implementing risk management are viewed as crucial to the successful and timely execution of CDF projects. Low standard deviations suggest strong consensus across the responses.

4.3.2 Relationship between monitoring and evaluation skills and the overall success of CDF projects

The study enquired about the respondents' perceptions on the relationship between monitoring & evaluation and the overall success of CDF projects. The table 6 below shows the study's findings.

Table 6:Relationship between monitoring and evaluation skills and the overall success of CDF projects

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Regular monitoring and evaluation contributed to the success of the CDF projects.	4	0	4	48	56	4.36	0.85
The feedback from monitoring and evaluation activities was effectively used to improve project outcomes.	3	3	9	45	52	4.25	0.91
Clear criteria were established for evaluating project success during the monitoring phase.	2	2	6	51	51	4.31	0.80
The monitoring and evaluation (M&E) skills of the project team contribute to the timely completion of CDF projects..	4	0	8	43	57	4.33	0.89

Proper monitoring and evaluation practices improve the quality of CDF-funded projects..	4	0	6	58	44	4.23	0.84
The success of CDF projects in our school is directly linked to the team's monitoring and evaluation expertise.	4	0	10	42	56	4.30	0.90
CDF projects are more likely to meet their objectives when project teams have strong M&E skills.	4	0	10	39	59	4.33	0.91
Lack of adequate M&E skills has hindered the success of CDF projects.	6	0	6	38	62	4.32	1.02
Regular training in monitoring and evaluation is essential for the success of CDF projects.	2	2	10	32	66	4.43	0.81

Source: Research Data (2025)

Table 6 above illustrates that the mean scores for all statements exceeded 4.23, indicating strong agreement among respondents regarding the crucial role that monitoring and evaluation (M&E) skills play in the overall success of Constituency Development Fund (CDF) projects. The highest-rated statements were: “Regular training in monitoring and evaluation is essential for the success of CDF projects” and “CDF projects are more likely to meet their objectives when project teams have strong M&E skills.” Both statements recorded a mean of 4.43, with standard deviations (SD) of 0.81 and 0.91, respectively. These findings highlight the importance of equipping project teams with M&E competencies to enhance project performance.

The statement “Proper monitoring and evaluation practices improve the quality of CDF-funded projects” had the lowest mean score, though still high, at 4.23 with an SD of 0.84. This suggests

that while respondents widely agree on the value of M&E, there may be slight differences in perceptions about its direct impact on project quality. Another notable finding was the statement on the use of feedback in project improvement, which had a mean of 4.25. This points to a strong belief in the importance of using feedback loops as a mechanism for continuous learning and adjustment during project implementation.

The consistently high mean values, combined with relatively low standard deviations, reveal a shared understanding among respondents that effective M&E practices are vital for successful project outcomes. These results demonstrate that monitoring and evaluation are not only tools for accountability but also drivers of project quality and goal achievement. The findings underscore the importance of building M&E capacity among project teams to ensure that CDF projects are implemented effectively and deliver intended results in a timely and sustainable manner.

4.3.3 Influence of cost management skills on implementation of Constituency Development Fund (CDF) projects

The study sought to establish the influence of cost management skills on timely completion of CDF projects. The findings are displayed in the table below;

Table 7: Influence of cost management skills on implementation of Constituency Development Fund (CDF) projects

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Effective cost management ensured that CDF projects were implemented within the allocated budget.	2	2	8	40	60	4.36	0.84
Cost management practices helped in avoiding unnecessary expenditures in CDF projects.	2	2	6	54	48	4.29	0.80

There were no significant budget overruns due to proper cost management skills.	2	2	10	43	55	4.31	0.85
Project managers have adequate budgeting skills to effectively allocate resources for CDF projects in public secondary schools.	4	0	6	49	53	4.31	0.87
The cost estimation process for CDF projects in public secondary schools is accurate and reliable.	4	0	8	42	60	4.35	0.89
Cost control measures are effectively implemented in CDF projects to prevent budget overruns.	4	0	6	49	53	4.31	0.87
Cost management skills of project managers contribute to the timely completion of CDF projects in public secondary schools.	2	4	6	48	52	4.29	0.86
Cost management skills improve the overall quality of CDF project outcomes in public secondary schools.	4	2	10	41	54	4.25	0.95

Table 7 above reveals that all the statements assessing the role of cost management skills in the implementation of CDF projects had mean scores above 4.25, indicating strong and consistent agreement among respondents. The highest-rated statement was “Effective cost management ensures that CDF projects are implemented within the allocated budget,” which recorded a mean of 4.36 and a standard deviation (SD) of 0.84. This reflects widespread recognition of the importance of cost management in maintaining financial discipline throughout the project lifecycle.

Closely following was the statement “The cost estimation process for CDF projects in public

secondary schools is accurate and reliable," which had a mean of 4.35 and an SD of 0.89. This suggests a high level of confidence among stakeholders in the accuracy of budgeting and financial forecasting. The lowest-rated, though still highly regarded, was the statement "Cost management skills improve the overall quality of CDF project outcomes in public secondary schools," which had a mean of 4.25 and an SD of 0.95. This implies some variation in opinion, though the overall consensus remains positive. There was also notable agreement on statements relating to budgeting and cost control, with both receiving a mean score of 4.31. These results underscore a strong culture of cost control and financial accountability in the implementation of CDF projects. Importantly, this objective demonstrated the smallest range of standard deviations, highlighting a stable and shared perception among respondents regarding the role of cost management.

Overall, the data indicate that proper budgeting, accurate cost estimation, and effective control mechanisms contribute significantly to the successful and timely delivery of CDF projects. The findings affirm that cost management skills are crucial for avoiding budget overruns, improving project quality, and ensuring value for money in public secondary school development projects.

4.3.4 Influence of communication skills on stakeholder satisfaction in Constituency Development Fund (CDF) projects

The study sought to establish the influence of communication skills on stakeholder satisfaction in CDF projects. The findings are displayed in the table below;

Table 8: Influence of communication skills on stakeholder satisfaction in Constituency Development Fund (CDF) projects

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Project managers effectively communicate project goals to stakeholders.	2	4	2	40	64	4.44	0.83
There is regular communication between the project management team and school administration..	4	2	4	54	48	4.25	0.87
Communication strategies used in the projects ensured that stakeholders were kept informed at all stages.	2	2	4	56	48	4.30	0.77
Stakeholder feedback was effectively incorporated into project activities, leading to increased satisfaction.	4	2	8	42	56	4.29	0.86
Communication channels used in the CDF projects are clear and accessible to all stakeholders	4	0	16	43	49	4.19	0.83
Effective communication has led to increased stakeholder satisfaction in CDF projects.	4	0	8	46	54	4.30	0.79
Stakeholders feel their concerns and feedback are adequately addressed by the project team.	4	0	10	42	56	4.30	0.79

The communication strategies used in CDF projects contribute to the timely completion of the projects.	4	0	12	40	56	4.29	0.80

Source: Research Data (2025)

Table 8 above highlights the role of communication skills in the successful implementation of CDF projects. The highest-rated statement was "Project managers effectively communicate project goals to stakeholders," which received a mean score of 4.44 and a standard deviation (SD) of 0.83. This indicates strong agreement among respondents that project goals are clearly conveyed, fostering alignment and understanding among stakeholders. Several other statements also received high ratings, notably "Communication strategies used in the projects ensured that stakeholders were kept informed at all stages," "Effective communication has led to increased stakeholder satisfaction in CDF projects," and "Stakeholders feel their concerns and feedback are adequately addressed by the project team." All three statements had mean scores of 4.30 and low SDs of 0.59, reflecting consistent responses and a shared perception of effective communication practices.

The lowest-rated, though still positively received, was the statement "Communication channels used in the CDF projects are clear and accessible to all stakeholders," with a mean of 4.19 and an SD of 0.83. While slightly lower, this still points to general satisfaction with the accessibility of communication mechanisms. The overall findings demonstrate that clear, timely, and inclusive communication enhances stakeholder satisfaction and contributes to project effectiveness. The consistently low standard deviations (all below 0.87) indicate strong consensus on the value of communication in building trust, ensuring collaboration, and improving project outcomes.

4.4 Pearson Correlation Analysis

To determine the relationship between planning skills and CDF project implementation and M&E skills and overall success of CDF projects a Pearson correlation analysis was conducted. And results are presented below.

Table 9: Planning Skills and CDF Project Implementation

Planning Skill Indicator	Implementation Outcome	Pearson's r	p-value
Adequate project planning	Timely completion of projects	0.82	<0.001
Realistic timelines set	Project meets objectives	0.78	<0.001
Adequate resource allocation	No budget overruns	0.75	<0.001

Source: Research Data (2025)

Table 9 above indicates all correlations are strong and positive ($r > 0.7$) with the strong link between adequate planning and timely completion ($r = 0.82$). The p-values <0.001 which is highly significant and there exists a relationship between the variables. The correction results clearly show that strong planning skills significantly enhances the success of CDF projects. Specifically, through planning leads to timely completion, realistic schedules help achieve objectives and proper resource allocation prevents budget issues.

Table 10: M&E skills and Overall Project Success.

M&E Skill Indicator	Project Success Metric	Pearson's r	p-value
Regular M&E activities	Project success	0.79	<0.001
Effective use of feedback	Improved project outcomes	0.76	<0.001
Clear evaluation criteria	Meeting project objectives	0.73	<0.001

Source: Research Data (2025)

Table 10 above indicates a strong positive correlation (r=0.73 -0.79) with project success metrics. These values indicate that improvements in M&E are closely associated with better projects

outcomes. The correlation results further confirm that M&E skills have a strong and statistically significant impact on CDF project success as regular M&E, effective feedback use and clear criteria all drive better project performance.

4.5 Regression Analysis

To assess the influence of the Cost management skills and project implementation, communication skills and stakeholder satisfaction on CDF projects, a multiple linear regression model was employed. This statistical approach helped determine the strength and significance of each independent variable's effect on project implementation outcomes within the studied public secondary schools. The results are presented below;

Table 11: Cost management skills and CDF project implementation.

Variable	Coefficient (β)	Standard Error	t-value	p value
Constant	1.10	0.28	3.93	0.000
Budgeting Skills	0.42	0.10	4.20	0.000
Cost Control Measures	0.38	0.12	3.17	0.002
Estimation Accuracy	0.35	0.11	3.18	0.002

Source: Research Data (2025)

Variables have p-values less than 0.05, which indicates that each has a statistically significant positive effect on the success of CDF project implementation. Budgeting skills is the strongest predictor in the overall success of CDF project implementation. The regression analysis demonstrates that cost management skills significantly predict the success of CDF project implementation. Budgeting skills are the most influential followed closely by cost control

measures and cost estimation accuracy Thus, enhancing these cost management competencies among project teams is likely to improve both timeliness and budget compliance in CDF-funded projects.

Table 12: Communication skills and stakeholder satisfaction.

Variable	Coefficient (β)	Standard Error	t-value	p value
Constant	0.95	0.26	3.65	0.001
Clear Communication	0.40	0.09	4.44	0.000
Regular Updates	0.36	0.11	3.27	0.001
Feedback Incorporation	0.37	0.10	3.70	0.000

Source: Research Data (2025)

All three variables are statistically significant ($p < 0.01$), indicating strong evidence that each independently contributes to stakeholder satisfaction. For clear communication for each 1-point increase, stakeholder satisfaction increases by 0.40 units. This implies that clear communication ensurs that stakeholders understand project goals, decision and expectation thereby increasing satisfaction. This regression analysis strongly supports the idea that communication skills significantly and positively affect stakeholder satisfaction in CDF projects. As clear communication has the largest influence (β 0.40), suggesting that clarity should be prioritized.

4.6 Discussion of Research Findings

This study aimed to examine the influence of key project management skills namely; project planning, monitoring and evaluation (M&E), cost management, and communication on the implementation and success of Constituency Development Fund (CDF) projects in public

secondary schools. The results revealed strong and consistent agreement among respondents across all four thematic areas, with statistical evidence affirming the significance of each variable in achieving project effectiveness and stakeholder satisfaction.

Project planning skills emerged as a significant contributor to the timely completion of CDF projects. The descriptive findings showed high mean scores for key planning aspects, including setting clear timelines (Mean = 4.36), allocating adequate resources (Mean = 4.03), and incorporating risk management strategies (Mean = 4.39). The lowest mean score (3.91) was observed in the realism of planned timelines, indicating some variation in stakeholder experiences with setting achievable schedules. Pearson correlation analysis further reinforced these findings, showing strong positive relationships between planning indicators and implementation outcomes ($r = 0.75–0.82$, $p < 0.001$). These results suggest that effective project planning characterized by realistic scheduling, proper resource allocation, and proactive risk identification is vital in ensuring that CDF projects are completed on time and within scope.

The study revealed a robust link between monitoring and evaluation skills and the overall success of CDF projects. Respondents strongly agreed that regular M&E practices (Mean = 4.36), the effective use of feedback (Mean = 4.25), and the establishment of clear evaluation criteria (Mean = 4.31) are essential in tracking progress and achieving desired outcomes. The highest-rated statement emphasized the importance of regular training in M&E (Mean = 4.43), which indicates recognition of the need to build capacity in this area. The correlation analysis supported these perceptions, showing statistically significant and strong positive relationships ($r = 0.73–0.79$, $p < 0.001$). These results highlight the role of M&E not only as a tool for accountability but also as a mechanism for continuous learning and improvement in project delivery.

Cost management skills were found to be critical in the implementation of CDF projects. Descriptive statistics showed strong agreement on the importance of budgeting skills, cost estimation accuracy, and cost control measures, with all statements scoring mean values above 4.25. The highest-rated item was the effectiveness of cost management in ensuring projects stay within budget (Mean = 4.36). Regression analysis confirmed that all cost management variables had statistically significant impacts on project implementation ($p < 0.005$), with budgeting skills being the strongest predictor ($\beta = 0.42$), followed by cost control ($\beta = 0.38$) and estimation accuracy ($\beta = 0.35$). These results underscore the importance of financial discipline in project management and the need for training stakeholders in core budgeting and cost estimation techniques to avoid overruns and inefficiencies.

Communication skills were shown to have a strong influence on stakeholder satisfaction. Respondents rated all communication-related aspects highly, with the highest being the effective communication of project goals by project managers (Mean = 4.44). Other highly rated areas included the inclusion of stakeholder feedback (Mean = 4.30) and maintaining regular updates (Mean = 4.25). Although the lowest-rated statement was on the clarity and accessibility of communication channels (Mean = 4.19), it still reflects a generally positive perception. Regression analysis showed that all three communication variables—clear communication ($\beta = 0.40$), regular updates ($\beta = 0.36$), and feedback incorporation ($\beta = 0.37$)—significantly influenced stakeholder satisfaction ($p < 0.001$). These findings affirm that effective, timely, and inclusive communication practices are essential for maintaining transparency, trust, and collaboration throughout the project lifecycle.

In conclusion, the findings collectively demonstrate that project planning, M&E, cost management, and communication skills are all integral to the successful implementation of CDF projects. The consistent high mean scores, strong correlations, and statistically significant regression results highlight the need for capacity building

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter provides a comprehensive summary of the study's key findings, offering an overview of how project management skills influence the implementation of CDF projects in public secondary schools. It also presents the conclusions drawn from the analysis and discusses the implications of the results. Based on the findings, the chapter outlines practical recommendations aimed at improving project planning, cost management, monitoring and evaluation, and communication among stakeholders. These recommendations are intended to guide project managers, policymakers, and relevant authorities in enhancing the effectiveness and success rate of CDF-funded projects. Additionally, the chapter suggests areas for further research to fill existing gaps and build on the study's insights, ensuring continued improvement in project implementation practices.

5.1 Summary of result findings

5.1.1 Project planning skills and timely completion of the CDF project

The study revealed that project planning skills specifically the formulation of clear timelines, incorporation of risk management strategies, and effective resource allocation play a critical role in ensuring the timely completion of Constituency Development Fund (CDF) projects in public secondary schools. Descriptive findings showed consistently high mean scores across planning-related statements, such as risk management (Mean = 4.39), clear project timelines (Mean = 4.36),

and stakeholder planning capacity (Mean = 4.31), indicating strong agreement among respondents that structured planning enhances project execution and delivery.

The Pearson correlation analysis further reinforced these perceptions, with strong positive relationships observed between planning indicators and implementation outcomes. Notably, the correlation between adequate project planning and timely completion was **r = 0.82** ($p < 0.001$), the strongest among the measured variables. These results were confirmed by regression analysis, which indicated a statistically significant effect of planning skills on project success, with a beta coefficient of **β = 0.287** and **p < 0.01**. This confirms that improvements in planning competencies directly enhance the likelihood of completing CDF projects within set timelines and budgets.

These findings are supported by previous studies. Kariungi (2014) established that project planning is a key determinant of completion timelines, especially in government-funded projects in Kenya. Similarly, Chepkemoi and Okello (2016) identified poor planning as a major cause of delays in CDF projects in public schools within Bomet Sub-County. These studies validate the present research by highlighting the central role of structured planning in avoiding project delays.

Furthermore, the Project Management Institute (PMI, 2017) underscores that comprehensive and early-stage planning increases the predictability, efficiency, and overall performance of development initiatives. Collectively, the findings from this study emphasize the need for project managers and implementation teams to prioritize robust planning practices as a foundational step toward achieving timely and successful execution of CDF projects in public secondary schools.

5.1.2 Relationship between monitoring and evaluation skills and the overall success of CDF projects

The study established a strong positive relationship between Monitoring and Evaluation (M&E) skills and the overall success of Constituency Development Fund (CDF) projects in public secondary schools. Key M&E components such as regular monitoring activities, effective utilization of feedback, and clear evaluation criteria were identified as critical contributors to successful project outcomes. Respondents overwhelmingly agreed that ongoing monitoring and timely evaluations enable project teams to detect challenges early, adjust implementation strategies, and maintain alignment with project goals.

Descriptive findings showed consistently high levels of agreement across M&E-related indicators. Regular M&E activities recorded a mean of 4.36, clear evaluation criteria scored 4.31, and feedback utilization registered 4.25, while the highest-rated factor was regular training in M&E (Mean = 4.43), emphasizing the growing recognition of the need for capacity building in this area. The Pearson correlation analysis confirmed a strong and statistically significant relationship between M&E skills and project success, with correlation coefficients ranging from $r = 0.73$ to 0.79 ($p < 0.001$). Specifically, regular M&E activities had the highest correlation with project success at $r = 0.79$, indicating a clear linkage between active M&E practices and enhanced project performance. Furthermore, the regression analysis validated this relationship, revealing a significant positive effect of M&E skills on project outcomes, with a beta coefficient of $\beta = 0.244$ and $p < 0.01$. This affirms that strengthening M&E competencies directly improves project quality, efficiency, and completion rates.

These findings align with earlier research. Mutinda and Ngahu (2016) found that regular monitoring and structured feedback mechanisms improve performance in public infrastructure projects. Similarly, Mwangi and Kwasira (2019) concluded that consistent M&E practices enhance accountability and transparency, which are essential for effective project delivery, especially in education-focused development initiatives. Such practices not only foster stakeholder trust but also promote better decision-making and resource management throughout the project cycle.

The study underscores that well-developed M&E skills are vital drivers of CDF project success. The evidence confirms that integrating feedback, establishing clear evaluation metrics, and providing regular training in M&E substantially enhance project performance. These insights highlight the need for continuous investment in M&E capacity building among project teams to ensure the sustainable and efficient execution of CDF-funded initiatives in public secondary schools.

5.1.3 Influence of cost management skills on Implementation of CDF projects

The results of the study indicated that cost management skills play a critical role in promoting the efficiency, timeliness, and financial discipline of Constituency Development Fund (CDF) projects in public secondary schools. Key components including accurate budgeting, effective cost control, and reliable cost estimation were consistently rated highly by respondents, confirming their importance in avoiding budget overruns, minimizing resource wastage, and ensuring optimal use of public funds to meet project objectives. Descriptive analysis demonstrated strong support for these cost management practices, with all related items scoring above Mean = 4.25. The highest-rated statement was the effectiveness of cost management in staying within budget (Mean = 4.36), followed closely by accurate cost estimation (Mean = 4.35) and budgeting skills (Mean = 4.31).

These findings suggest that stakeholders recognize and value robust cost management systems as essential for project success.

Regression analysis provided further confirmation of the significance of cost management. All three cost-related predictors had statistically significant effects on project implementation: budgeting skills ($\beta = 0.42$, $p = 0.000$), cost control measures ($\beta = 0.38$, $p = 0.002$), and estimation accuracy ($\beta = 0.35$, $p = 0.002$). Additionally, the overall cost management construct had a positive and statistically significant influence on project success with $\beta = 0.221$, $p < 0.01$. These results confirm that improvements in budgeting and cost control are closely linked to successful and timely delivery of CDF projects.

The findings align with existing literature. Mbithi, Muturi, and Rambo (2015) found that effective cost management minimizes financial leakages and supports the achievement of project goals in community-based development. Similarly, Kimutai and Mburugu (2018) emphasized the importance of financial planning and control mechanisms in maintaining fiscal responsibility within CDF-funded initiatives. Furthermore, Kerzner (2013) highlighted poor cost management as a leading contributor to project failure, underscoring the importance of this competency.

The study provides clear evidence that sound cost management practices are essential for the successful implementation of CDF projects. Strong budgeting, cost control, and accurate estimation not only enhance project efficiency but also ensure financial accountability. These insights highlight the need for continuous capacity building in cost management for project teams to improve value-for-money outcomes and support the long-term sustainability of development efforts in public secondary schools.

5.1.4 Influence of communication skills on stakeholder satisfaction in CDF funded projects

The study established that communication skills are a key driver of stakeholder satisfaction in the implementation of Constituency Development Fund (CDF) projects in public secondary schools. Respondents strongly agreed that clear communication of project goals, regular updates throughout the project lifecycle, and inclusive feedback mechanisms significantly enhanced stakeholder engagement. These practices promoted transparency, built trust, and fostered a sense of inclusion and ownership among stakeholders, enabling them to feel heard and meaningfully involved in project decision-making processes.

Descriptive statistics support this conclusion. The highest-rated statement was the effective communication of project goals (Mean = 4.44), followed by regular updates and feedback incorporation all with mean scores exceeding 4.19. This indicates a high level of consensus on the value of strong communication practices across all stages of project implementation. The regression analysis confirmed the statistically significant influence of communication skills on stakeholder satisfaction. All three communication-related variables had high and significant beta coefficients: clear communication ($\beta = 0.40$, $p = 0.000$), feedback incorporation ($\beta = 0.37$, $p = 0.000$), and regular updates ($\beta = 0.36$, $p = 0.001$). Additionally, communication skills had the strongest overall influence on project implementation success among all variables studied, with an aggregated beta coefficient of $\beta = 0.328$ ($p < 0.001$). These results emphasize that improving communication practices leads to better alignment among stakeholders, fewer conflicts, and increased satisfaction with the outcomes of CDF projects.

The findings are in line with previous studies. Karanja and Ng'ang'a (2014) noted that effective communication strategies enhance stakeholder trust and confidence, especially in educational

projects. Oino et al. (2015) found that participatory communication models—those encouraging dialogue and stakeholder input were essential to the success of CDF initiatives in Western Kenya. Furthermore, Bourne (2015) highlighted that communication is central to fostering collaboration, reducing ambiguity, and sustaining long-term stakeholder relationships in project environments.

The study provides strong evidence that effective communication is not only essential for stakeholder satisfaction but also for the overall success of CDF project implementation. It highlights the need for project managers and teams to prioritize clear, timely, and inclusive communication strategies to build trust, enhance participation, and ensure sustainable development outcomes in public secondary school projects.

5.2 Conclusion

Based on the study findings, it was concluded that project planning skills are fundamental to ensuring the timely completion of Constituency Development Fund (CDF) projects in public secondary schools. The ability to develop clear and realistic timelines, coupled with proactive risk management strategies, plays a pivotal role in enhancing project efficiency and preventing costly delays. Effective project planning enables teams to anticipate challenges, allocate resources appropriately, and establish achievable milestones, all of which contribute to meeting project deadlines and objectives. In addition, monitoring and evaluation (M&E) skills were found to directly enhance the overall success of CDF projects. Regular tracking of project progress, combined with the effective utilization of feedback mechanisms, allows project teams to identify problems early and make informed adjustments. Continuous training in M&E further strengthens the capacity of teams to maintain oversight and improve transparency. These practices not only

improve project quality but also build accountability and trust among stakeholders, thereby supporting sustained project success.

Cost management skills are also critical for ensuring that CDF projects are completed within budget and to a high standard. Proper budgeting, accurate cost estimation, and diligent financial control help reduce instances of financial mismanagement, resource wastage, and budget overruns. By maintaining fiscal discipline, project managers can ensure that funds are used efficiently, leading to improved value for money and higher-quality project outcomes. Finally, communication skills significantly affect stakeholder satisfaction and engagement throughout the project lifecycle. Open, inclusive, and continuous communication fosters stakeholder support, trust, and collaboration, which are essential for overcoming challenges and ensuring smooth project implementation. Effective communication also helps align expectations, reduce conflicts, and incorporate stakeholder feedback, ultimately contributing to more successful and sustainable project delivery.

In summary, the study underscores the importance of developing comprehensive project management competencies planning, monitoring and evaluation, cost management, and communication as key drivers of successful CDF project implementation in public secondary schools.

5.3 Recommendation

The government and local Constituency Development Fund (CDF) boards should prioritize providing regular training for all project stakeholders in key areas such as project planning, cost management, monitoring and evaluation (M&E), and communication. This recommendation

aligns with the findings of Mwangi and Kwasira (2019), who emphasized the importance of continuous skill development to improve project performance and ensure the successful delivery of development initiatives. Regular capacity-building sessions will equip CDF committee members, school officials, technical experts, and community representatives with the knowledge and tools necessary to manage projects more effectively.

CDF committees should also adopt structured planning frameworks to enhance project preparation and execution from inception to completion. Tools such as risk registers, Gantt charts, and resource allocation matrices are essential for organizing tasks, identifying potential challenges early, and ensuring efficient use of resources. Implementing these frameworks will help project teams to set clear timelines, monitor progress systematically, and mitigate risks that could otherwise cause delays.

Furthermore, a standardized monitoring and evaluation framework should be rolled out across all public secondary schools receiving CDF funding. This framework should include establishing baseline data, defining clear key performance indicators (KPIs), and conducting regular performance reviews to assess progress and impact. Consistent application of such a framework will improve accountability and provide objective data to guide decision-making. To enhance financial oversight, stakeholders should adopt digital financial management systems. These systems increase transparency, reduce human error, and minimize the risk of fund misappropriation, thereby strengthening fiscal discipline and boosting public trust in the management of CDF projects.

Finally, creating formal feedback channels such as school boards, public forums, and SMS update platforms will improve communication between project teams, school leadership, and community

members. Effective, inclusive communication fosters greater stakeholder engagement and collaboration, ultimately enhancing the legitimacy and success of CDF projects.

5.4 Recommendation for further research in this field of study

Based on the findings of this study, several areas for further research are recommended to deepen understanding and improve the implementation of Constituency Development Fund (CDF) projects in public schools. Firstly, future studies should investigate the influence of political factors on the prioritization and execution of CDF projects. Political dynamics often shape decision-making processes, which can affect project selection, resource allocation, and timelines. Understanding this influence can help develop strategies to mitigate potential negative impacts and promote fairness and transparency.

Secondly, research should explore the long-term sustainability of completed CDF projects in public schools. While many projects are completed successfully, there is limited information on how well these projects are maintained and whether they continue to deliver intended benefits over time. Investigating sustainability will provide insights into challenges and best practices that can enhance the longevity and effectiveness of CDF-funded initiatives.

Thirdly, assessing the impact of digital project management systems on project efficiency and transparency is another important area. As technology adoption increases, it is vital to understand how digital tools improve planning, monitoring, financial management, and stakeholder communication in the context of CDF projects.

Additionally, further studies could examine project management practices influencing CDF project implementation in other constituencies and counties across Kenya. This would help identify regional variations and contextual factors affecting project success.

Finally, future research could explore different research methodologies beyond those used in this study to provide varied perspectives and more comprehensive insights into CDF project management and implementation challenges.

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APPENDICES

Appendix i: Questionnaire

The Questionnaire

INTRODUCTION: This questionnaire is designed to gather information on the Topic

"Project Management Skills and Implementation of Constituency Development Fund Projects in Public Secondary Schools in Belgut Constituency, Kericho County, Kenya. "

INSTRUCTION: *Please answer all the questions honestly and exhaustively by putting a tick (√) or numbers in the appropriate box that closely matches your view or alternatively writing in the spaces provided where necessary.*

NB: This information will be used strictly for academic purposes only and will be treated with utmost confidence.

Section A: Demographic Information

1. **Respondent's Position:**
   - □ Principal
   - □ CDF Representative
   - □ CDF Project Management Committee
   - □ Technical person
   - □ Community Representative
2. **Years of Experience in CDF Project Management:**
   - □ Less than 1 year
   - □ 1-3 years
   - □ 4-6 years
   - □ More than 6 years
3. **Number of CDF Projects Managed/Involved**
   - □ 1-3
   - □ 4-6
   - □ 7-10
   - □ More than 10

PART B: Impact of project planning skills on the timely completion of Constituency Development Fund (CDF) projects

1. This subsection is concerned with the impact of project planning skills on the timely completion of Constituency Development Fund (CDF) projects in your school. Please indicate the extent to which you agree with the following statements on scale of 1-5, where 1=strongly disagree, 2=disagree, 3= neutral, 4=agree and 5=strongly agree

Statement	1	2	3	4	5
Adequate project planning is carried out before the implementation of CDF projects.					
The timelines set during the project planning phase was realistic and achievable.					
Adequate resources were allocated during the planning stage, ensuring timely project completion.					
Project planning skills among stakeholders influence the timely completion of CDF projects.					
Clear project timelines are established during the planning phase of CDF projects.					
The project planning phase includes risk management strategies to ensure timely completion.					
Inadequate project planning has led to delays in the completion of CDF projects.					
Stakeholders involved in project planning have the necessary skills to develop realistic project schedules.					

PART C: Relationship between monitoring and evaluation skills and the overall success of Constituency Development Fund (CDF) projects

2. This subsection is concerned with determining the relationship between monitoring and evaluation skills and the overall success of Constituency Development Fund (CDF) projects in your school. Please indicate the extent to which you agree with the following statements on scale of 1-5, where 1=strongly disagree, 2=disagree, 3= neutral, 4=agree and 5=strongly agree

Statement	1	2	3	4	5
Regular monitoring and evaluation contributed to the success of the CDF projects.					
The feedback from monitoring and evaluation activities was effectively used to improve project outcomes.					

Clear criteria were established for evaluating project success during the monitoring phase.					
The monitoring and evaluation (M&E) skills of the project team contribute to the timely completion of CDF projects.					
Proper monitoring and evaluation practices improve the quality of CDF-funded projects.					
The success of CDF projects in our school is directly linked to the team's monitoring and evaluation expertise.					
CDF projects are more likely to meet their objectives when project teams have strong M&E skills.					
Lack of adequate M&E skills has hindered the success of CDF projects.					
Regular training in monitoring and evaluation is essential for the success of CDF projects.					

PART D: Influence of cost management skills on implementation of Constituency Development Fund (CDF) projects

3. This subsection is concerned with determining how cost management skills influence the implementation of Constituency Development Fund (CDF) projects in your school. Please indicate the extent to which you agree with the following statements on scale of 1-5, where 1=strongly disagree, 2=disagree, 3= neutral, 4=agree and 5=strongly agree

Statement	1	2	3	4	5
Effective cost management ensured that CDF projects were implemented within the allocated budget.					
Cost management practices helped in avoiding unnecessary expenditures in CDF projects.					
There were no significant budget overruns due to proper cost management skills.					
Project managers have adequate budgeting skills to effectively allocate resources for CDF projects in public secondary schools.					
The cost estimation process for CDF projects in public secondary schools is accurate and reliable.					
Cost control measures are effectively implemented in CDF projects to prevent budget overruns.					
Cost management skills of project managers contribute to the timely completion of CDF projects in public secondary schools.					
Cost management skills improve the overall quality of CDF project outcomes in public secondary schools.					

PART E: Influence of communication skills on stakeholder satisfaction in Constituency Development Fund (CDF) projects

4. This subsection is concerned with investigate the influence of communication skills on stakeholder satisfaction in Constituency Development Fund (CDF) projects in your school. Please indicate the extent to which you agree with the following statements on scale of 1-5, where 1=strongly disagree, 2=disagree, 3= neutral, 4=agree and 5=strongly agree

Statement	1	2	3	4	5
Project managers effectively communicate project goals to stakeholders.					
There is regular communication between the project management team and school administration.					
Communication strategies used in the projects ensured that stakeholders were kept informed at all stages.					
Stakeholder feedback was effectively incorporated into project activities, leading to increased satisfaction.					
Communication channels used in the CDF projects are clear and accessible to all stakeholders.					
Effective communication has led to increased stakeholder satisfaction in CDF projects.					
Stakeholders feel their concerns and feedback are adequately addressed by the project team.					
The communication strategies used in CDF projects contribute to the timely completion of the projects.					

5. What recommendations would you give to CDF committee and ministry of education to improve on project management skills of teachers and specifically school principals?

_____

_____

_____

_____

_____

_____

END

Thank you.

Appendix ii: Ethics review committee certificate

Mount Kenya University

REF: **MKU/ISERC/4804**
TO: **KEVIN KIPYEGON**

Date: 19 March 2025

REG: **MSCPM/2023/53171**

Dear Sir/Madam,

RE: PROJECT MANAGEMENT SKILLS AND IMPLEMENTATION OF CONSTITUENCY DEVELOPMENT FUND PROJECTS IN PUBLIC SECONDARY SCHOOLS IN BELGUT CONSTITUENCY, KERICHO COUNTY, KENYA.

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3526.** The approval period is **19/03/2025 - 18/03/2026.**

This approval is subject to compliance with the following requirements:

i. Only approved documents including informed consents, study instruments, MTA will be used
ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke

Appendix iii: Introduction letter from Mount Kenya University

Researcher: **KEVIN KIPYEGON**
Program: **Master of Science Project Management and Planning**
University: **Mount Kenya University**

Dear Participant,

I kindly request your participation in a research study conducted by a student pursuing a Master of at Mount Kenya University. The purpose of this study is to research **project management skills and implementation of constituency development fund projects in public secondary schools in Belgut constituency, Kericho County**. Your involvement in this study is entirely voluntary, and you have the right to withdraw at any time without any negative consequences. Your decision to participate or withdraw will not impact your relationship with Mount Kenya University or any other entity involved.

I want to assure you that your privacy and confidentiality will be strictly maintained throughout the study. Your personal information and responses will be treated with utmost care and will only be accessible to the researcher and, if necessary, the research supervisor(s). Your identity will remain anonymous unless you choose to disclose it willingly.

Your participation in this study will not provide you with any immediate benefits. It is important to note that your viewpoints and opinions may not necessarily align with those of other parties involved in the study. However, we encourage you to freely express your own viewpoint. If at any point you feel that a particular subject is sensitive and may pose a risk to your personal or professional safety, please let the researcher know, and appropriate measures will be taken to ensure your anonymity and well-being.

Should you require any additional assistance or information, please feel free to contact the researcher **Kevin Kipyegon**, who will be more than willing to address your concerns and provide any necessary clarification.

By signing this consent form, you indicate your understanding of the purpose and nature of this study and your voluntary participation. You also confirm that you have had the opportunity to ask questions and have received satisfactory answers.

Participant Information:

Name: [Participant's Name]

Signature: _____

Date: _____

Researcher's Statement:

I, **Kevin Kipyegon** as the researcher, affirm that I believe the participant has provided informed consent to participate in this study.

Researcher Information:

Name: **Kevin Kipyegon**

Signature: 

Date: **15th April 2025**

For further information or inquiries, please contact:

Chairman,

MKU ERC,

P.O Box 342-01000, Thika.

Appendix iv: Nacosti research license

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **330605**

Date of Issue: **08/April/2025**

RESEARCH LICENSE

This is to Certify that Mr.. Kevin Kipyegon of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kericho on the topic: PROJECT MANAGEMENT SKILLS AND IMPLEMENTATION OF CONSTITUENCY DEVELOPMENT FUND PROJECTS IN PUBLIC SECONDARY SCHOOLS IN BELGUT CONSTITUENCY, KERICHO COUNTY, KENYA. for the period ending : 08/April/2026.

License No: **NACOSTI/P/25/417952**

330605

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

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See overleaf for conditions

Appendix v: Field entry authorization

Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MSCPM/2023/53171

19th March, 2025

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE: KEVIN KIPYEGON – REGISTRATION NO. MSCPM/2023/53171

The purpose of this letter is to introduce the above named student who is pursuing **Master of Science in Project Management** in the **Department of Management** in the school of **Business and Economics.**

The title of the research is **"Project Management Skills and Implementation of Constituency Development Fund Projects in Public Secondary Schools in Belgut Constituency, Kericho County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **April, 2025 and June, 2025.**

Any assistance accorded to the student will be highly appreciated.

Thank you.

Mount Kenya University
P.O.Box 342-01000, THIKA
Office of the Director
Graduate Studies

For
Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Appendix vi: Turnitin report

PROJECT MANAGEMENT SKILLS AND IMPLEMENTATION OF CONSTITUENCY DEVELOPMENT FUND PROJECTS IN PUBLIC SECONDARY SCHOOLS IN BELGUT CONSTITUENCY.docx

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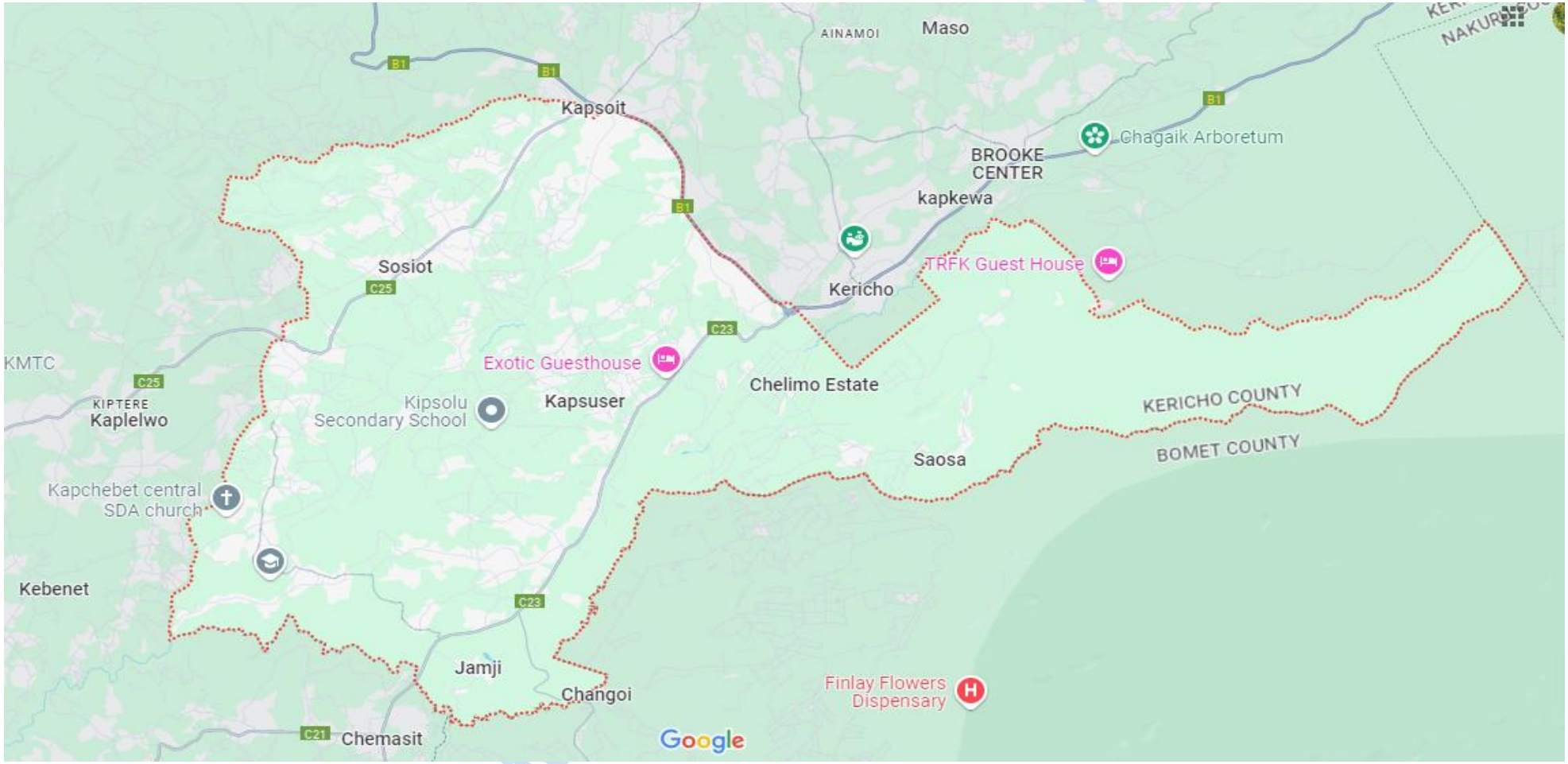
Appendix vii: Geographical Map of the Study Area



Source: Google map