



**INSPIRATIONAL MOTIVATION ON IMPLEMENTATION
OF CONSTITUENCY DEVELOPMENT FUND CONSTRUCTION
PROJECTS IN PUBLIC SECONDARY SCHOOLS
IN KISUMU COUNTY, KENYA**

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Abstract:

Inspirational motivation, clearly communicates the organizational goals and visions subsequently motivating and inspiring the team to ensure its full realization of its potential (Kouzes & Posner, 2002). The purpose of this study was to explore the Influence of Inspirational motivation on implementation of CDF construction projects. The objectives was to establish how individualized consideration influence implementation of CDF construction projects. The study used Expost facto design, Multifactor leadership Questionnaire, Thomas Kilman Instruments, interview, and documentary analysis as tools for data collection. Qualitative data was analyzed and presented in themes while quantitative data was analyzed descriptively using percentage, frequencies, mean, and standard deviation. Inferentially, Pearson correlation coefficient and multiple regression analysis were used as tools of analysis to test for significance of the hypotheses. Descriptive statistics was summarized as, objective 1 (54.2%, mean 1.97, standard deviation 0.780). One hypotheses was formulated and subsequently tested to establish the influence of conflict resolution thereof, in hypothesis H_1 , (H_0 : The strength of the relationship between inspirational motivation and implementation of CDF projects does not depend on conflict resolution), it was concluded that the strength of the relationship between inspirational motivation and implementation of CDF construction projects depend on conflict resolution ($P=0.012 < P=0.05$). The level of significance used was 95% ($\alpha= 0.05$). It was therefore concluded that there is a regression relationship between Inspirational motivation combined with conflict resolution and implementation of CDF projects. It is therefore recommended that accredited MLQ coaching is desirable.

Keywords: inspirational motivation, constituency development fund construction, public secondary schools

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1. Introduction

Inspirational motivation, clearly communicates the organizational goals and visions subsequently motivating and inspiring the team to ensure its full realization of its potential (Kouzes & Posner, 2002).

The constituency development fund (CDF) was established in 2003 through the CDF act in the Kenyan gazette supplement No: 107(Act no.11) of January 2004 and amended in the CDF amendment act 2007. Objectives of CDF is to control imbalances in regional development brought about by partisan politics, to off load fundraising burden from members of parliament, to ensure citizen participation through decision-making in project identification, implementation, monitoring and evaluation and to change development focus from the district to the constituency.

Achimba and Amanda (2007) addressed determinants of successful project implementation in Niger showing that environmental factors are more critical to the success of project Implementation than skills portfolio team, the study did not factor in the aspect of principal's transformational leadership on implementation of projects in a school set up.

Ndiritu (2012) explored the relationship between transformational leadership characteristics of secondary school principals' and students' academic performance in Kenya Certificate of Secondary Education (KCSE), however the study did not use multifactor leadership questionnaire nor did it look at conflict resolution strategies as a moderating influence of transformational leadership and project implementation.

Likewise, Omenge (2010) looked at Factors influencing implementation of CDF projects in Lari constituency Kenya and concluded that governance, project identification, monitoring and evaluation and expert input have significant influence on implementation of CDF funded projects. He did not however look at it from school point of view nor addressed the leadership factor. Similarly, Ndege (2013) focused on Influence of CDF projects on implementation of educational programmes in Kisii, Kenya. Likewise, Awino (2010) examined factors that influence effectiveness of CDF projects implementation in Karachuonyo. However all these studies never looked at the aspect of Inspirational motivation on implementation of CDF construction projects in public secondary schools.

2. Statement of the Problem

The process of project implementation, where inputs are converted into outputs presents an ongoing challenge for project managers. Statistics from the NTA show that 23% of assessed CDF projects funded in the financial year (FY) 2012/2013 in 6 constituencies in Kisumu County of the total CDF funds awarded in Financial Year 2012/2013 were badly implemented projects. 2% of the total CDF funds awarded in Financial Year 2012/2013 were abandoned projects, 30% of the total CDF funds awarded in Financial Year 2012/2013 were missing and unaccounted for, 32% were Ghost projects officially allocated

funds, the project did not physically exist, 28% were missing funds. Total misused cash was 17,076,500, 23%, total money wasted was 1,150,000, 2% and budget unaccounted for was 21,518,563, 30%. The result was that the quality of construction and finish of 134 Projects scored about 30% marks covering quality of materials used, project completion status, on time, within budget, benefit to the stakeholder and project cost. The report, however, did not give the reasons that caused bad implementation and abandonment of those projects. Sulliva (2008), reports that many projects perform poorly due to bad leadership, conflict and leadership. He further suggests that there was a need to institute responsible leadership in those projects. A study by Stanslaus Karoli Ntiyakunze (2011) on conflicts in building projects in Tanzania concluded that factors causing conflicts were in several forms. There were those related to the nature of contracts, where the contracts were unclear and ambiguous. There were those related to role functions when the parties failed to perform as expected. However the study did not mention how to manage the conflicts. However there is no empirical evidence that inspirational motivation has been specifically linked to project implementation modulated with conflict resolution strategies.

2. Objective of the Study

The study aimed to establish how inspirational motivation influences implementation of CDF construction projects in Public Secondary schools in Kisumu County.

2.1 Research Question

The study sought to answer the following question: How does inspirational motivation influence implementation of CDF construction projects in Public Secondary school in Kisumu County?

2.2 Research Hypotheses

H₁: There is a significant relationship between inspirational motivation and Implementation of CDF construction projects in Public Secondary schools in Kisumu County.

3. Literature Review

Inspirational motivation refers to the ability of the leader to motivate the whole organization. Transformational leaders make the followers see an appealing future and offer them opportunities to see meaning in their work. They therefore challenge them with high standards. Such leaders also encourage the followers to be part of organizational culture and environment Kelly (2003), Stone; Russel & Patterson (2003). Transformational leader possesses the ability to use emotions to motivate their subordinates Dubinsky and Hall (2005). This ability could inspire team members towards good mood, and indirectly affect members' satisfaction with their leaders. McColl-

Kennedy (2008) found out that transformational leadership had a significant direct influence on members' frustration and optimism using the variable of clear and continuous stimulation. While positive moods (optimism) usually evoke higher reported job satisfaction Connolly & Viswesvaran (2009) or signal a state of satisfaction Ashkanasy, Schwanz (2009), Schwarz & Bohner (2009), it is proposed that transformational leaders' inspirational motivation behaviors will positively influence team members' satisfaction with their leaders. The result showed that there was a link between project managers who display inspirational approach and their ability to quickly identify and solve problems with his team ($r = .43, p = .000$).

Keegan and Den Hartog (2009) further suggested that transformational leadership was relevant to the field of Project Management, development of new forms of leadership theories were perhaps required for project managers as line managers appeared to have more charismatic influence over followers. Their findings showed that the project managers who exercised the transformational leadership behavior of inspirational motivation enjoyed project implementation. Turner and Muller (2008) study on the project manager's leadership style as a success factor on project's using survey design and evaluative quantitative analysis method found out that inspiring leadership involved instilling pride in individuals and units, using motivational talks, setting examples of what is expected, building confidence and enthusiasm thus enhancing successful implementation of projects. However, the variables of enthusiasm and optimism, and clarity of stimulation were not tackled.

Studies by Grontons (2012) on project implementation and strategic change leadership in inclusive settings using descriptive survey found that certain leadership behaviors were important to transformational leadership for educational project managers were inspiring, social supporting, and enabling. Inspiring refers to building a vision and providing motivational tasks, social supporting refers to fostering a learning culture, facilitating support networks, handling conflicts, and enabling refers to enhancing knowledge and skills and offering intellectual stimulation. Each of these behaviors have been empirically tested and found to increase employee motivation and satisfaction in a project setting, and to improve cognitive, affective, and motivational outcomes in project settings (Bolkan & Goodboy, 2009, Gooty, Gavin, Johnson, Frazier, & Snow, 2009, Hardy, 2010, Hoehl, 2008; Ingram, 2007) however they did not address the mediating aspect of conflict resolution on implementation CDF construction of projects.

Bhatt (2008) looking on Critical success factors for the implementation of enterprise resource planning empirical validation in South Africa, went on to state that transformational leaders work towards communicating project priorities and goals to team members in an attempt to provide a sense of overall purpose, as well as have high expectations for team members to be innovative and encourage them to reflect on what they are trying to achieve. Bhatt (2008) further posited that a project manager who is transformational focuses on individual members by providing moral support, showing appreciation for the work of individual members, and considering their opinion.

However they did not address the mediating aspect of conflict resolution on implementation of CDF construction project.

Another study by Krahn & Harterman (2006) on important leadership competencies for project managers. The fit between competencies and project success, using OLS multi-regression model found out that transformational leaders were said to be inspiring by generating excitement and confidence but they did not address the variable enthusiasm and optimism. The process started with including everyone in the organization in developing the vision (Scot, 2006). If everyone has contributed to the vision, then all should be inspired to achieve this vision. This would be achieved through setting an example of hard work, giving motivational talks, remaining optimistic in tough times and acting in the best interests of the employees Walumbwa (2010). The inspirational element, particularly, means that transformational leadership has often been described as behaviour that achieves 'performance beyond expectations adds Hardy (2010). A study by Nutt (2008) on tactics of implementing Approaches for projects using hypothesis showed that inspirational motivation had significant positive effect on project implementation. Followers are inspired to perform better than expected, and often put more effort in their work than is expected (Anderson, 2008). However, there is no empirical evidence that inspirational motivation variables of clarity of stimulation, enthusiasm and optimism, stimulating team work, and pointing out positive results have been specifically linked to project implementation moderated with conflict resolution strategies.

3.1 Conceptual Framework

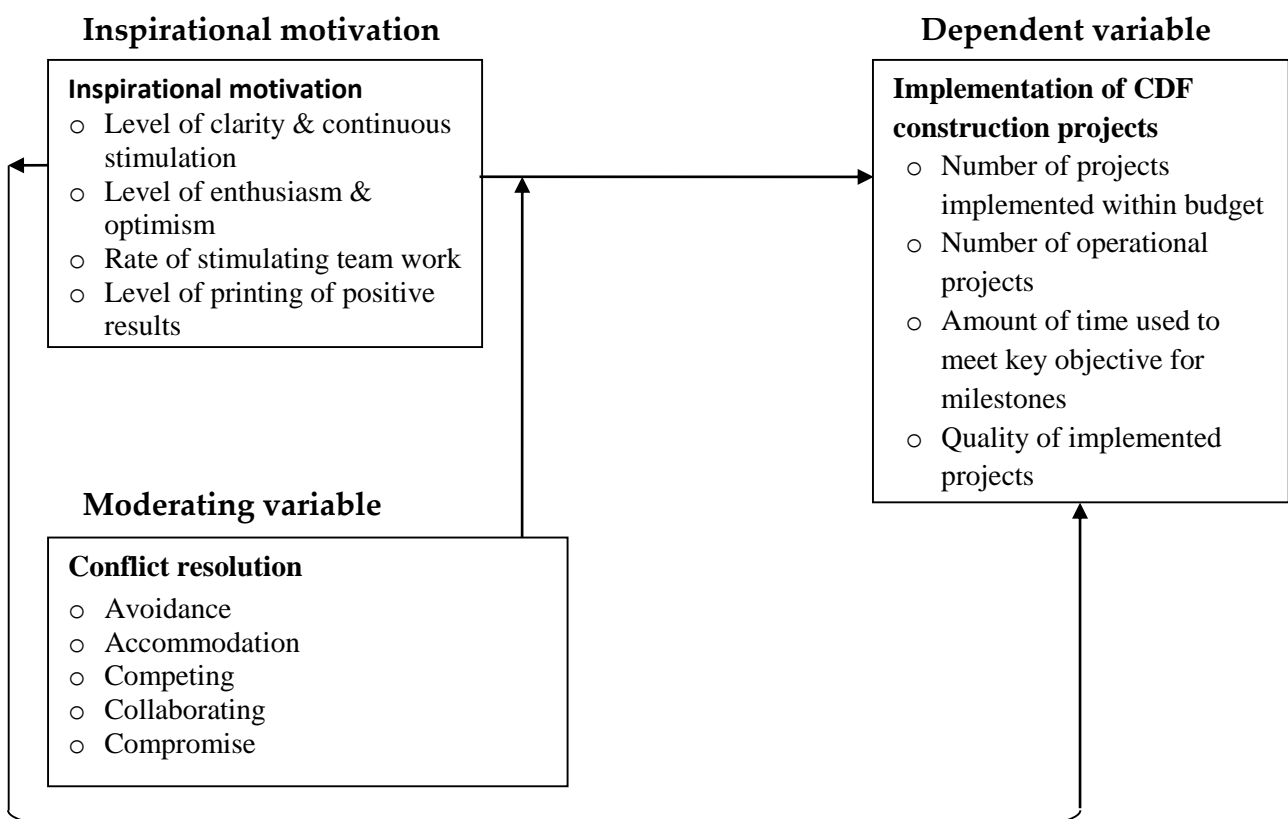


Figure 1.1: Conceptual Framework on Inspirational Motivation, Conflict Resolution and Implementation of CDF Construction Projects

The dependent variable for this study is implementation of CDF construction projects. The indicators are number of projects completed within the budget, the number of operational projects, and amount of time used to meet key objectives for milestones. Inspirational motivation whose indicators are level of clarity and continuous stimulation, level of enthusiasm and optimism, rate of stimulating team work, level of pointing out positive results and if enhanced it will contribute to implementation of projects. And moderating variable is conflict resolution strategies whose indicators are types of conflict resolution strategies.

3.1 Research Methodology

The research design for this study was Ex-post facto design. The target population was 2,540. It comprised all the 217 Principals of public secondary. The sample size table was arrived using statistical formulae and it consisted of 64 principals selected from 217 principals in Kisumu County, 64 was therefore a representative size for a population of 217.

The data collection instrument was multifactor leadership questionnaire, Thomas Kilman tool and documentary analysis. Data was analyzed using descriptive statistics of arithmetic means, standard deviations, frequencies and percentages. Inferential statistics was used to analyze data from the likert scale. Pearson correlation coefficient was used to test the relationship of hypothesis. This was tested at 95% confidence level. For the variables whose calculated p value was less than 0.05, the null hypothesis that corresponded to it was accepted, otherwise rejected. Hypothesis 2: There is a significant relationship between inspirational motivation and Implementation of CDF construction projects in Public Secondary schools in Kisumu County.

Implementation of CDF projects = f (inspirational motivation, random error)

$$Y_j = \beta_0 + \beta_2 X_2 + \epsilon_i$$

3.2 Study Findings

The results are presented in the table.

Table 1.2: Inspirational Motivation and Implementation of CDF Construction Projects

Statement for Principal Responses	SA	A	N	D	SD	Mean	Std. Dev.
I express with a few simple words what we could and should do	16 (26.2%)	33 (54.2%)	8 (13.1%)	4 (6.5%)	0 (0.0%)	1.97	0.780
I provide appealing images about what we can do	18 (29.5%)	38 (62.3%)	5 (8.2%)	0 (0.0%)	0 (0.0%)	1.77	0.563
I help others find meaning in their work	21 (34.5%)	36 (59%)	4 (6.5%)	0 (0.0%)	0 (0.0%)	1.72	0.613
I inspire team members to be leaders in the future	21 (34.5%)	36 (59%)	4 (6.5%)	0 (0.0%)	0 (0.0%)	1.70	0.561
I often work with the best interest of others rather than self	26 (42.7%)	29 (47.5%)	3 (4.9%)	3 (4.9%)	0 (0.0%)	1.68	0.725
I models service to inspire others through his/her behavior, attitude and values.	25 (41%)	36 (59%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1.58	0.497
Goes out of his/her way to me meet the needs of the employees	24 (39.3%)	34 (55.8%)	3 (4.9%)	0 (0.0%)	0 (0.0%)	1.63	0.551

This results indicate that a majority 34(55.8%) agreed they go out of their way to meet the needs of employees, this was followed by a score of 24(39.3%) who strongly agreed and the score was lowest at 3(4.9%) who were neutral. Statement 1 (I express with a few simple words what we could and should do) had the highest mean of 1.97 and the standard deviation was 0.780. This result indicate that 33(54.2%) of principals agreed that they expressed with a few simple words what we could and should do this was followed by statement 2(I provide appealing images about what we can do), with a score of 1.77 and the standard deviation was 0.563. This result indicate that the majority 38(62.3%) of principals agreed they provided appealing images about what they could do, statement 6 sought the opinion of the principals whether they (Models service to inspire others through his/her behaviour, attitude and values the score was lowest at 1.58 with a standard deviation 0.497. This implies that majority 36(59%) of the principals agreed that they modeled service to inspire others through his/her behaviour, attitude and values. Variability among the principals was higher ($\sigma= 0.780$) on item 1, and lower ($\sigma=0.497$) for item 6.

Table 1.3: Correlations of Inspirational Motivation and Implementation of CDF Construction Projects

		Projects implemented	Operational projects implemented	Time taken to meet key objective milestone
Inspirational motivation 1	Pearson Correlation	.488	.514	.535
	Sig. (2-tailed)	.008	.007	.001
	N	61	61	61
Inspirational motivation 2	Pearson Correlation	.405	.548	.441
	Sig. (2-tailed)	.019	.029	.003
	N	61	61	61
Inspirational motivation 3	Pearson Correlation	.510	.431	.625
	Sig. (2-tailed)	.006	.014	.000
	N	61	61	61
Inspirational motivation 4	Pearson Correlation	.424	.435	.534
	Sig. (2-tailed)	.012	.009	.004
	N	61	61	61
Inspirational motivation 5	Pearson Correlation	.456	.518	.243
	Sig. (2-tailed)	.004	.033	.039
	N	61	61	61
Inspirational motivation 6	Pearson Correlation	.438	.427	.312
	Sig. (2-tailed)	.008	.029	.005
	N	61	61	61
Inspirational motivation 7	Pearson Correlation	.407	.435	.378
	Sig. (2-tailed)	.010	.007	.011
	N	61	61	61

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation output table shows that all the inspirational motivation were statistically significant (P-values under significant 2-tailed were all less than $\alpha=0.05$) against implementation of CDF projects, similarly there was relatively high degree of positive correlation exhibited between the various bivariate variables implying that the more the principals employed inspirational motivation styles of leadership the more the projects were implemented and became operational within stipulated time and cost. The small p-values under significant (2-tailed) indicated in table 1.2 were all less than the threshold $\alpha=0.05$.

Table 1.4: Model Summary of Project Implementation on Inspirational Motivation and Conflict Resolution

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.264 ^a	.070	.037	.862
a. Predictors: Inspirational motivation & conflict resolution				
b. Dependent variable: projects implementation				

Table 1.5: ANOVA^b of Project Implementation
on Inspirational Motivation and Conflict Resolution

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.225	2	1.612	2.168	.012
	Residual	43.136	59	.744		
	Total	46.361	61			

a. Predictors: Inspirational motivation & conflict resolution
b. Dependent Variable: projects implementation

Table 1.6: Coefficients^a of Project Implementation
on Transformational Leadership and Conflict Resolution

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.547	.403		3.841	.000
	Self-scoring	.468	.225	.269	2.082	.042
	Inspirational motivation	-.053	.157	-.044	-.339	.736

a. Predictor: Inspirational motivation & conflict resolution.
b. Dependent Variable: projects implementation

By substituting the beta values as well as the constant term, model 1 obtained was $Y_j = 1.547 + .468X_5$, based on the beta values of model 1, it can be concluded that conflict resolution (X_5) contributed 7% of the model. From the F value = 2.168. With P value = 0.012 ($P \leq 0.05$) level of significance, it can be 95% concluded that conflict resolution predicted implementation of CDF construction projects (Y). The R value of the model was 2.67% implying that although conflict resolution predicted implementation of CDF construction projects, at 2.67%, it was very weak predictor of implementation of CDF construction projects on its own. When inspirational motivation was interacted with Conflict resolution, the model obtained was, $Y_j = 1.547 + .468X_5 - 0.053X_4$, implying that inspirational motivation negatively influenced implementation of CDF construction projects, since conflict resolution moderated inspirational motivation in the determination of implementation of CDF construction projects, the null hypothesis was rejected and inspirational motivation alternative hypothesis accepted and hence concluded that the strength of the relationship between transformational leadership and implementation of CDF construction projects depend on conflict resolution.

3.3 Descriptive statistics on the indicators of the dependent variable (implementation of CDF projects)

Table 1.7: Number of Projects that Have Been Implemented
within Stipulated Budget in your School

Frequency		Percent	Cumulative Percent	Mean	Standard deviation
None	7	11.5	11.5	2.49	0.760
One	20	32.5	44.0		
Two	31	50.8	94.8		

Three	3	5.2	100.0
Total	61		

The results indicates that majority 31(50.8%) of the principals were of the opinion that two projects had been implemented in their schools within stipulated budget. This was followed by 20(32.5%) of the principals who felt that one project had been implemented within stipulated budget, 7(11.5%) responded that none of the project have been implemented and only 3(5.2%) gave a response of three projects having been implemented within stipulated budget. The mean was 2.49 and variability of the responses around the mean was .760, this mean, was the highest among the three indicators of the implementation of CDF projects.

Table 1.8: Number of Projects that Have Been Implemented and Are Operational in your School

Years Range	Frequency	Percent	Cumulative Percent	Mean	Standard deviation	
		8	13.1	13.1	2.02	0.532
One	44	72.1	85.2			
Two	9	14.8.	100.0			
Total	61					

The results indicates that majority 44(72.1%) of the principals were of the opinion that of projects that had been implemented in their schools only one was operational. This was followed by 9(14.8%) of the principals who felt that two projects were operational since implementation of the projects, 8(13.1%) responded that none of the projects that had been implemented was operational and only 3(5.2%) gave a response of three projects having been implemented within stipulated budget. The mean was 2.02 and variability of the responses around the mean was .532, this was the least among the three indicators of the implementation of CDF projects.

Table 1.9: Most Appropriate Amount of Time Used to Meet Key Objectives for Milestone

Years Range	Frequency	Percent	Cumulative Percent	Mean	Standard deviation
1-2 years	17	27.9	27.9	2.74	0.480
3-4 years	43	70.5	98.4		
5 years and above	1	1.6	100.0		
Total	61	100.0			

The results indicate that majority 43(70.5%) of the principals were of the opinion that the amount of time used to meet key objectives were 3-4 years, this was followed by 17(27.9%) of the principals who felt that the amount of time taken to meet key objectives was 1-2 years, 1(1.6%) responded that the amount of time taken to meet key objectives was 5 years and above. The mean was 2.74 and variability of the responses around the mean was .480, this was the least among the three indicators of the implementation of CDF projects.

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