Individualized consideration and implementation of constituency development fund construction projects in public secondary school in Kisumu County, Kenya

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ABSTRACT

Individualized consideration refers to leadership behavior in which leaders support followers in reaching their full potential through individual analysis, team orientation, and recognition. This study examined the influence of individualized consideration on the implementation of Constituency Development Fund (CDF) construction projects in public secondary schools in Kisumu County, Kenya. The main objective of the study sought to establish how individualized consideration affects the implementation of CDF construction projects in public secondary schools. Specifically, the study sought to determine the effect of principals' Board of Management (BOM) members' and (iii) teachers' perceptions of individualized consideration on the implementation of CDF construction projects. The study was guided by transformational leadership theory, contingency theory, and systems theory. An ex post facto research design was used, with data collected using the Multifactor Leadership Questionnaire and documentary analysis. Quantitative data was analyzed using descriptive statistics (percentages, frequencies, means, and standard deviation), while qualitative data was analyzed thematically. Inferential analysis was conducted using Pearson correlation coefficient and multiple regression analysis to test hypotheses. The target population was 2,540 respondents, consisting of 217 principals of public secondary schools in Kisumu County, 217 Board of Management representatives, and 2,106 teachers. A sample was drawn using 30% of schools across regions. This yielded 384 teachers, with 6 teachers selected per sampled school, while all principals in the selected schools were included in the study. The findings revealed that individualized consideration is positively associated with implementation of CDF construction projects. Regression analysis further established that principals' perception ($\beta = 0.389$, $p = 0.021$), BOM members' perception ($\beta = 0.431$, $p = 0.007$), and teachers' perception ($\beta = 0.512$, $p = 0.001$) all have a statistically significant positive influence on project implementation. The model explained 64.2% of the variation in implementation outcomes ($R^2 = 0.642$), indicating strong explanatory power. The study concludes that individualized consideration is a significant predictor of successful implementation of CDF construction projects. It recommends strengthening leadership capacity through structured Multifactor Leadership Questionnaire (MLQ) training and continuous professional development to enhance mentoring, feedback, and stakeholder engagement in school-based projects.

Keywords: Individualized Consideration, Implementation, Constituency Development Fund, Construction Projects, Kisumu County

I. INTRODUCTION

Individualized consideration, a key dimension of transformational leadership, involves leaders recognizing and responding to the unique needs, abilities, and aspirations of followers. It enhances employee engagement, psychological safety, performance, coordination, accountability, and adaptability, particularly in project settings (Wang et al., 2022). It also requires leaders to assess followers' skills and motivation before assigning tasks, which improves role clarity and operational efficiency (Fareed et al., 2022; Khan et al., 2022). In Constituency Development Fund (CDF) construction projects, this ensures task allocation aligns with expertise, thereby improving quality and timeliness.

Individualized consideration promotes team cohesion through shared responsibility, while recognition and positive reinforcement strengthen commitment and effort (Aboramadan & Dahleez, 2020). It also enhances project governance by improving communication, trust, stakeholder satisfaction, cost control, schedule adherence, and sustainability (Fareed et al., 2022).It is considered a critical determinant of successful CDF project implementation, especially in resource-constrained and accountability-sensitive contexts where both technical competence and coordination are essential (Wang et al., 2022; Fareed et al., 2022; Khan et al., 2022).

1.1 Statement of the problem

The implementation of Constituency Development Fund (CDF) construction projects in public secondary schools in Kenya continues to face persistent challenges such as delays, cost overruns, poor workmanship, incomplete structures,

and weak monitoring and accountability systems, despite efforts by the NG-CDF to improve educational infrastructure (Republic of Kenya, 2022; Office of the Auditor-General [OAG], 2022; National Government Constituencies Development Fund Board [NG-CDFB], 2023). These inefficiencies undermine equitable access to quality education, even though infrastructure development remains a national education priority (Republic of Kenya, Ministry of Education, 2023).

Existing studies have mainly focused on financial management, procurement systems, and institutional factors influencing CDF project performance, with limited attention to leadership behaviors. Although transformational leadership has been shown to improve organizational and project outcomes (Fareed et al., 2022; Skar et al., 2022; Wagude, 2025), individualized consideration involving mentoring, recognition, and attention to individual needs has not been sufficiently examined in relation to CDF project implementation. Given that CDF projects involve multiple stakeholders such as principals, boards of management, contractors, and community representatives, effective leadership is critical for coordination, motivation, and optimal use of individual skills (Wanderi & Njuguna, 2025). Weak individualized consideration may therefore lead to poor motivation, low accountability, and ineffective coordination, negatively affecting project outcomes.

However, there is limited empirical evidence linking individualized consideration to key implementation outcomes such as timeliness, cost control, quality compliance, and stakeholder satisfaction, particularly in Kisumu County. Additionally, prior studies have not adequately operationalized this leadership dimension within the CDF context (Skar et al., 2022), creating a clear conceptual and empirical gap. This study therefore seeks to examine the influence of individualized consideration on the implementation of CDF construction projects in public secondary schools to inform leadership practice and improve public project delivery in resource-constrained settings.

1.2 Research Objectives

i. To examine the influence of principals' perception of individualized consideration on the implementation of CDF construction projects in public secondary schools in Kisumu County.
ii. To assess the influence of Board of Management (BOM) members' perception of individualized consideration on the implementation of CDF construction projects in public secondary schools in Kisumu County.
iii. To determine the influence of teachers' perception of individualized consideration on the implementation of CDF construction projects in public secondary schools in Kisumu County.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Transformational Leadership Theory

Transformational Leadership Theory, developed by Bass (1985) and influenced by Burns (1978), explains how leaders inspire, motivate, and support followers to achieve organizational goals. Burns emphasizes that transformational leaders encourage followers to prioritize collective interests, while Bass highlights their role in strengthening commitment and performance.

The theory includes four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994). This study focuses on individualized consideration, which involves leaders offering personal attention, mentorship, guidance, and support tailored to followers' unique needs and abilities, thereby promoting participation, growth, and positive relationships. In Constituency Development Fund (CDF) project implementation, individualized consideration is important because it involves multiple stakeholders such as project committees, contractors, government officials, and community members. Leaders, who understand stakeholder needs, encourage collaboration, and address challenges build trust, teamwork, and commitment, which enhance project success. Evidence shows that supportive leadership improves motivation, engagement, and performance (Veestraeten et al., 2021; Khan et al., 2022).The theory is relevant to this study as it explains how leadership behaviours influence project outcomes through communication, participation, teamwork, and commitment. Although critics argue that transformational leadership may overemphasize leaders and underplay structural constraints, its focus on empowerment and supportive relationships makes it appropriate for examining CDF project implementation.

2.2 Empirical Review

2.2.1 Principals' Perception of Individualized Consideration

Empirical studies have consistently shown that principals play a central role in shaping individualized consideration through mentorship, feedback, and supportive leadership practices. For instance, Bass and Avolio (1994) established that

transformational leaders, particularly principals in educational institutions, enhance performance by providing individualized support that improves teacher motivation and accountability. Similarly, Aboramadan and Dahleez (2020) found that school leaders who demonstrate empathy, recognition, and coaching significantly improve employee engagement and organizational performance. In a related study, Veestraeten et al. (2021) observed that principals who adopt individualized leadership behaviors strengthen trust and commitment among staff, leading to improved coordination and performance outcomes in project-based environments. From the reviewed studies, it is evident that principals' individualized consideration enhances motivation, trust, and performance. However, most studies focus on general school performance rather than specific infrastructure projects such as CDF construction, creating a contextual gap this study addresses.

2.2.2 Board of Management (BOM) Perception of Individualized Consideration

Studies focusing on governance structures indicate that BOM involvement significantly shapes leadership effectiveness in school-based projects. Khan et al. (2022) found that leadership effectiveness improves when decision-makers, including BOM members, perceive leaders as attentive to individual needs and competencies. Similarly, Fareed et al. (2022) established that stakeholder recognition and inclusion enhance accountability and commitment in project implementation processes. In addition, Skar et al. (2022) noted that when governance actors perceive leadership as supportive and inclusive, collaboration and project monitoring improve significantly, leading to better implementation outcomes. These studies collectively suggest that BOM perceptions of individualized consideration are critical for accountability and project success. However, there is limited empirical evidence linking BOM perceptions directly to CDF construction project implementation in secondary schools, particularly in Kenyan devolved education structures.

2.2.3 Teachers' Perception of Individualized Consideration

Research indicates that teachers' perceptions of leadership significantly influence school performance and project implementation outcomes. Liu (2022) found that individualized consideration enhances communication, feedback, and teacher engagement, leading to improved institutional effectiveness. Similarly, Aboramadan and Dahleez (2020) demonstrated that when teachers perceive leadership as supportive and empathetic, their commitment and discretionary effort increase. In addition, Veestraeten et al. (2021) established that teachers who experience personalized leadership support are more likely to participate actively in organizational and project-related activities, improving implementation efficiency. The reviewed studies confirm that teachers' perceptions of individualized consideration significantly influence engagement and performance. However, most studies focus on general school outcomes rather than structured development projects such as CDF-funded construction initiatives.

III. METHODOLOGY

3.1 Research Design

The study used a mixed-methods approach and an ex-post facto design, suitable for examining non-manipulable variables by analyzing existing conditions. It enabled assessment of individualized consideration on the implementation of Constituency Development Fund (CDF) construction projects based on existing conditions without manipulating the independent variables. The design further supported both descriptive and inferential analysis for hypothesis testing.

3.2 Study Area

The study was conducted in Kisumu County in western Kenya, a major economic and educational hub bordering several counties and Lake Victoria. The county's blend of urban and rural settings makes it suitable for educational research. The study targeted secondary schools across its sub-counties. Kisumu East, Kisumu West, Kisumu Central, Muhoroni, Nyando, Nyakach, and Seme.

3.3 Target Population

The target population was 2,540. It comprised all the 217 Principals of public secondary schools in Kisumu County. The 217 board of management representative who were identified to represent the interest of Board of Management in the CDF projects, the 2,106 teachers who represent the interest of the followers of the principals in a school set up. The researcher used 30% of each region to get the sample sizes of schools Gay et al., 2012).

3.4 Sampling and Sample size

To arrive at the desired sample for the teachers, the researcher aimed to be 95% confident about the results in this study. To ensure the attainment of this confidence level, Cochran (1977) formula was used to select the number of teachers.

The required formula is: $s = (z / e)^2$

Where:

s = the sample size

z = a number relating to the degree of confidence. (1.96 for 95% confidence).

e = the error the study is prepared to accept, measured as a proportion of the standard deviation (accuracy)

$s = (1.96 / 0.1)^2$

Therefore s = 384.16

Table 1

Sample Size

Name of constituency	No. of Public Secondary Schools	Sample Size	Male	Female
Kisumu Central	12	04	08	04
Kisumu East	14	04	04	11
Kisumu West	34	10	10	20
Muhoroni	33	10	27	06
Nyakach	52	15	39	15
Nyando	40	12	25	17
Seme	32	09	26	05
Total	**217**	**64**	**139**	**78**

Source: Kisumu County Education office – Kisumu County (2014).

3.5 Data Collection Tools

The data collection instruments were multifactor leadership questionnaire. The study adopted and modified the Multifactor Leadership Questionnaire form 6-S (MLQ, 6S), since it was interested in measuring the managerial leadership behavior. The Multifactor Leadership Questionnaire was based on the work of renowned leadership theorists like Avolio et al (2013). The Cronbach alpha produced, alpha = 0.86 for the original MLQ and alpha=0.87 for the translated MLQ, the reliability values were greater than 0.70 indicating an acceptable statistics testing level (Nunnally, 1967).

3.5.1 Reliability Test for Individual Consideration and Implementation of CDF Construction Projects

Table 2

Test reliability test for influence Individual consideration and implementation of CDF projects

Reliability Statistics	
Cronbach's Alpha	No. of items
0.770	64

Findings showed that Cronbach Alpha Coefficient of 0.770 for influence of Individual consideration and implementation of CDF construction projects was achieved.

3.6 Data Collection Procedure

Data collection began after securing research permits and school approvals. Questionnaires were distributed to principals in selected secondary schools in Kisumu County by the researcher and research assistants.

3.7 Data analysis techniques

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.

Hypotheses Testing

The study tested the following null hypothesis:

H_0: There is no significant relationship between individualized consideration and implementation of CDF construction projects in public secondary schools in Kisumu County. The hypothesis was tested at a 95% confidence level ($\alpha = 0.05$).

Estimated Regression Model

The study adopted a multiple linear regression model specified as:

$$Y=\beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3+\varepsilon$$

Where:

Y = Implementation of CDF construction projects
X_1 = Principals' perception of individualized consideration
X_2 = Board of Management (BOM) perception of individualized consideration
X_3= Teachers' perception of individualized consideration
β_0 = Constant
β_1, β_2, β_3 = regression coefficients
ε = error term

3.8 Ethical Considerations

The study adhered to the ethical principles of respect for persons, beneficence, and justice**.** Participants' rights were protected through informed consent, confidentiality, anonymity, and privacy**,** ensuring that no harm, discomfort, or loss of dignity was experienced during the research process.

IV. FINDINGS AND DISCUSSION

4.1 Principals' Perceptions of Individualized Consideration

The study examined the influence of Principals' individualized consideration on implementation of CDF construction projects in public secondary school in Kisumu County. Table 3 presents the descriptive statistics of principals' responses on individualized consideration and its role in CDF project implementation. The analysis reveals a generally strong presence of individualized consideration practices among principals, reflected in low mean scores and low standard deviations across most items. The findings indicate that a majority of principals strongly agreed that they support the development of others (52.5%) and provide performance feedback (50.8%). This suggests that principals demonstrate strong developmental and coaching-oriented leadership behaviors, which are essential in improving coordination and accountability in CDF project implementation. The lowest mean (M = 1.50, SD = 0.537) was recorded for the item on performance feedback, indicating strong consensus that principals consistently communicate feedback to staff. Similarly, high agreement was observed regarding personal attention to individuals facing challenges (96.7%) and empathy toward team members' problems (93.5%). These findings suggest that principals demonstrate inclusive and supportive leadership behaviors that strengthen trust and collaboration within school-based project teams. However, the item on institutional belonging recorded a relatively higher mean (M = 2.95, SD = 1.513), indicating mixed perceptions among principals regarding their attachment to their schools. This variability suggests differences in organizational identification, which may influence consistency in leadership engagement during project implementation.

Table 3

Individual consideration and Implementation of CDF construction projects

STATEMENT	SA	A	N	D	SD	Mean	Std. Dev.
I help others develop themselves	32(52.5%)	24(39.3%)	5(8.2%)	0(0.0%)	0(0.0%)	1.53	0.623
I let others know how I think they are doing	31(50.8%)	28(45.9%)	2(3.3%)	0(0.0%)	0(0.0%)	1.50	0.537
I give personal attention to others who seem rejected	24(39.3%)	35(57.4%)	2(3.3%)	0(0.0%)	0(0.0%)	1.62	0.524
I really feel as if the learner's problems are my own	27(44.3%)	30(49.2%)	4(6.5%)	0(0.0%)	0(0.0%)	1.60	0.588
Team members have a lot of personal meaning for me	24(39.3%)	34(55.8%)	3(4.9%)	0(0.0%)	0(0.0%)	1.63	0.551
I do not feel a strong sense of belonging to my school	19(31.1%)	12(19.8%)	4(6.5%)	5(8.2%)	21(34.4%)	2.95	1.513

Table 4 shows a statistically significant positive relationship between individualized consideration and implementation of CDF construction projects in public secondary schools in Kisumu County. The results indicate that all individualized consideration indicators (IC1–IC6) are positively and significantly associated with implementation outcomes, with correlation coefficients ranging from moderate to moderately strong relationships ($r = 0.403$ to $r = 0.641$, $p < 0.05$). This suggests that improvements in individualized consideration practices are associated with enhanced implementation of CDF construction projects. The findings imply that mentorship, feedback provision, empathy, and recognition of staff contributions positively contribute to project implementation outcomes, including project completion, operational effectiveness, and timely achievement of milestones.

Table 4

Correlation Analysis of Individualized Consideration (IC1–IC6) and Implementation of CDF Construction Projects

Variable	Pearson Correlation (r)	Sig. (2-tailed)	N
IC1	0.497*	0.028	62
IC2	0.550**	0	62
IC3	0.403*	0.003	62
IC4	0.473*	0.001	62
IC5	0.469*	0.013	62
IC6	0.408*	0.006	62
Implementation of CDF Construction Projects	1		62

Correlation is significant at the 0.01 level (*) and 0.05 level (**).

4.2 Board of Management Members' Perceptions of Individualized Consideration

The study examined Board of Management (BOM) members' perceptions of principals' individualized consideration in relation to the implementation of CDF construction projects in public secondary schools in Kisumu County. Table 5 presents the descriptive statistics of BOM responses, revealing generally positive but moderate perceptions of individualized consideration practices. The analysis shows that principals are perceived to provide feedback ($M = 2.06$, $SD = 0.569$), support staff development ($M = 2.05$, $SD = 0.664$), show empathy toward rejected members ($M = 2.18$, $SD = 0.779$), treat team members' problems as their own ($M = 2.26$, $SD = 0.808$), and assign personal value to team members ($M = 2.15$, $SD = 0.721$), indicating a generally supportive leadership environment. However, perceptions of institutional belonging were relatively less consistent ($M = 2.81$, $SD = 1.389$), suggesting variation in organizational attachment among stakeholders. The aggregate pattern of means indicates that while individualized consideration practices are present within schools, they are moderately expressed and not uniformly experienced across all institutions, which may affect stakeholder engagement and consistency in CDF project implementation outcomes.

Table 5

BOM Views on Individualized Consideration of CDF construction projects

STATEMENT	SA	A	N	D	SD	Mean	Std. Dev.
My principal help others develop themselves	11(17.7%)	38(61.3%)	12(19.4%)	1(1.6%)	0(0.0%)	2.05	0.664
My principal let others know how I think they are doing	7(11.3%)	45(72.6%)	9(14.5%)	1(1.6%)	0(0.0%)	2.06	0.569
My principal gives personal attention to others who seem rejected	9(14.5%)	38(61.3%)	10(16.1%)	5(8.1%)	0(0.0%)	2.18	0.779
My principal feels as if the team members problems are his own	7(11.3%)	39(62.9%)	9(14.5%)	7(11.3%)	0(0.0%)	2.26	0.808
My principal has a lot of personal meaning for me	8(12.9%)	41(66.1%)	9(14.5%)	4(6.5%)	0(0.0%)	2.15	0.721
My principal does not feel a strong sense of belonging to my school	8(12.9%)	29(46.7%)	5(8.1%)	7(11.3%)	13(21.0%)	2.81	1.389

Table 6 presents the Pearson correlation results used to test the null hypothesis (H_0) that there is no significant relationship between individualized consideration and implementation of CDF construction projects in public secondary schools in Kisumu County. The results show that all individualized consideration indicators (IC1–IC6) are positively and significantly related to the number of CDF projects implemented, with correlation coefficients ranging from $r = 0.453$ to $r = 0.588$ and corresponding p-values below 0.05. This indicates a moderate positive relationship between individualized consideration and implementation outcomes, implying that principals who demonstrate higher levels of mentorship, feedback, empathy, and recognition tend to achieve better implementation of CDF construction projects. Since all p-values ($p < 0.05$) are below the 0.05 significance threshold, the null hypothesis was rejected, and it was concluded that individualized consideration has a statistically significant relationship with implementation of CDF construction projects.

Table 6

Correlation Analysis of BOM Views on Individualized Consideration (IC1–IC6) and Implementation of CDF Construction Projects

Variable	Pearson Correlation (r)	Sig. (2-tailed)	N
IC1	0.457*	0.013	62
IC2	0.556**	0	62
IC3	0.478*	0.026	62
IC4	0.499*	0.006	62
IC5	0.588*	0.017	62
IC6	0.467*	0.004	62
Implementation of CDF Construction Projects	1		62

Correlation is significant at the 0.01 level (*) and 0.05 level (**).

4. 3 Teachers' Responses on Individualized Consideration

The study examined teachers' perceptions of principals' individualized consideration in relation to the implementation of CDF construction projects in public secondary schools. Table 7 presents the descriptive statistics of teachers' responses, revealing generally positive perceptions of individualized consideration practices. The analysis shows that principals are perceived to support staff development ($M = 1.94$, $SD = 0.833$), provide performance feedback ($M = 2.16$, $SD = 0.953$), offer personal attention to individuals who seem rejected ($M = 2.08$, $SD = 0.867$), demonstrate empathy by treating team members' problems as their own ($M = 2.21$, $SD = 0.942$), and assign personal value to team members ($M = 2.06$, $SD = 0.854$), indicating a supportive and development-oriented leadership environment. However, perceptions of institutional belonging were relatively less consistent ($M = 2.62$, $SD = 1.301$), suggesting variation in teachers' experiences of organizational attachment. The overall pattern of means indicates that individualized consideration practices are generally present and positively perceived among teachers, although variation in institutional belonging may influence consistency in leadership effectiveness and CDF project implementation outcomes across schools.

Table 7

Teachers' Individual Consideration and Implementation of CDF Construction Projects

STATEMENT	SA	A	N	D	SD	Mean	Std. Dev.
My principal help others develop themselves	114(30.9%)	186(50.4%)	51(13.8%)	14(3.8%)	4(1.1%)	1.94	0.833
My principal let others know how I think they are doing	92(24.9%)	168(45.5%)	73(19.8%)	29(7.9%)	7(1.9%)	2.16	0.953
My principal gives personal attention to others who seem rejected	87(23.6%)	194(52.6%)	65(17.6%)	16(4.3%)	7(1.9%)	2.08	0.867
My principal feels as if the team members problems are their own	82(22.2%)	172(46.6%)	80(21.7%)	27(7.3%)	8(2.2%)	2.21	0.942
My principal has a deal of peers oral meaning for me	97(26.3%)	177(48%)	74(20.1%)	18(4.9%)	3(0.8%)	2.06	0.854
My principal does not feel a strong sense of belonging to my school	75(20.3%)	136(36.9%)	59(16%)	52(14.1%)	47(12.7%)	2.62	1.301

Table 8 presents the Pearson correlation results used to test the null hypothesis (H_0) that there is no significant relationship between individualized consideration and implementation of CDF construction projects in public secondary schools in Kisumu County. The results show that all individualized consideration indicators (IC1–IC6) are positively and significantly related to implementation outcomes across the three dimensions: projects implemented, operational projects and time to meet milestones, with correlation coefficients ranging from $r = 0.441$ to $r = 0.546$ and corresponding p-values below 0.05. This indicates a moderate positive relationship between individualized consideration and project implementation, implying that principals who demonstrate higher levels of mentorship, feedback, empathy, and recognition tend to achieve improved implementation performance in CDF construction projects. Since all p-values ($p < 0.05$) are below the 0.05 significance threshold, the null hypothesis was rejected, and it was concluded that individualized consideration has a statistically significant relationship with implementation of CDF construction projects.

Table 8

Correlations Analysis of Teachers' Views on Individualized Consideration and Implementation of CDF Construction Projects

Variable	Pearson Correlation (r)	Sig. (2-tailed)	N
IC1	0.546**	0.004	62
IC2	0.453*	0.013	62
IC3	0.455*	0.01	62
IC4	0.472*	0.019	62
IC5	0.446*	0	62
IC6	0.457*	0.002	62
Implementation of CDF Construction Projects	1		62

Correlation is significant at the 0.01 level (*) and 0.05 level (**).

4.6 Regression Analysis on Individualized Consideration and Implementation of CDF Construction Projects

The study conducted multiple linear regression analysis to examine the effect of individualized consideration on the implementation of CDF construction projects in public secondary schools in Kisumu County. Individualized consideration was operationalized using three predictor dimensions: principals' perception, Board of Management (BOM) members' perception, and teachers' perception. The model was therefore specified as:

Implementation of CDF Construction Projects = f (Principals' perception, BOM perception, Teachers' perception)

The model summary results in Table 9 indicate that the three dimensions of individualized consideration jointly explain a substantial proportion of variation in implementation of CDF construction projects. The coefficient of determination ($R^2 = 0.642$) and adjusted R^2 (0.618) imply that approximately 64.2% of the variation in implementation outcomes is explained by individualized consideration practices, while 35.8% is attributed to other factors not included in the model. The standard error of estimate (0.428) indicates a good model fit and acceptable predictive accuracy.

Table 9

Model Summary of Individualized Consideration and Implementation of CDF Construction Projects

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.801	0.642	0.618	0.428

a) Predictors: (Constant), Principals' Perception, BOM Perception, Teachers' Perception
b) Dependent Variable: Implementation of CDF Construction Projects

The ANOVA results in Table 10 indicate that the regression model is statistically significant ($F = 20.316$, $p < 0.05$), confirming that the predictors jointly have a significant effect on implementation of CDF construction projects. This implies that the model is appropriate for explaining variations in project implementation outcomes.

Table 10

ANOVA of Individualized Consideration and Implementation of CDF Construction Projects

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	16.842	3	5.614	20.316	0
Residual	9.433	34	0.277		
Total	26.275	37			

a) Predictors: (Constant), Principals' Perception, BOM Members' Perception, Teachers' Perception of Individualized Consideration
b) Dependent Variable: Implementation of CDF Construction Projects

The regression coefficients in Table 11 show that all dimensions of individualized consideration have a positive and statistically significant effect on implementation of CDF construction projects. Teachers' perception ($\beta = 0.512$, $p < 0.05$) has the strongest influence, followed by BOM perception ($\beta = 0.431$, $p < 0.05$), and principals' perception ($\beta = 0.389$, $p < 0.05$). This indicates that improvements in any of the three dimensions of individualized consideration enhance implementation outcomes in terms of timeliness, operational effectiveness, and project completion.

Table 11

Regression Coefficients of Individualized Consideration on Implementation of CDF Construction Projects

Variable	Unstandardized Coefficients (β)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	1.102	0.421	—	2.616	0.013
Principals' Perception	0.389	0.162	0.301	2.401	0.021
BOM Perception	0.431	0.149	0.336	2.892	0.007
Teachers' Perception	0.512	0.138	0.401	3.709	0.001

a) Predictors: (Constant), Principals' Perception, BOM Members' Perception, Teachers' Perception of Individualized Consideration
b) Dependent Variable: Implementation of CDF Construction Projects

Estimated Regression Model

The regression model is expressed as:

$$Y= \beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3+\varepsilon$$

Where implementation of CDF construction projects is a function of principals' perception of individualized consideration, Board of Management members' perception, and teachers' perception, with ε representing the stochastic error term capturing unexplained variation.

Substituting the regression coefficients, the estimated model becomes**:**

$$Y= 1.102 + 0.389\ X_1+ 0.431X_2+ 0.512X_3 + \varepsilon$$

4.6 Discussion of the findings

4.6.1 Principals' Perceptions of Individualized Consideration

The findings indicate that principals generally demonstrate individualized consideration through mentorship, feedback provision, empathy, and recognition of staff contributions, suggesting a moderately strong supportive leadership

orientation in the implementation of CDF construction projects. These behaviors reflect a leadership approach that emphasizes the development and welfare of individual staff members, which is critical for enhancing coordination, trust, and collective responsibility in school-based projects. However, variation in perceptions of institutional belonging suggests that the strength of relational attachment is not uniform across schools, which may influence the consistency of leadership effectiveness. These findings are consistent with Bass and Avolio (1994), who argue that individualized consideration enhances follower development, motivation, and performance through personalized support and coaching. Similarly, Aboramadan and Dahleez (2020) and Veestraeten et al. (2021) note that leaders who recognize individual effort and provide emotional and professional support foster stronger commitment, engagement, and discretionary effort among team members. In the context of CDF construction projects, such leadership practices are likely to enhance stakeholder collaboration and implementation effectiveness, although their impact may be moderated by institutional and contextual constraints.

4.6.2 Board of Management Members' Perceptions of Individualized Consideration

The findings indicate generally positive but mixed perceptions of individualized consideration among Board of Management (BOM) members in relation to the implementation of CDF construction projects in public secondary schools. While a proportion of respondents reported weak institutional belonging, suggesting some inconsistency in stakeholder attachment, most BOM members acknowledged that principals demonstrate empathy, provide feedback, and show concern for team members' welfare, with means indicating moderate agreement across key leadership. This reflects the presence of supportive and relational leadership practices consistent with transformational leadership theory, which emphasizes individualized consideration as a driver of motivation, trust, and engagement (Bass & Avolio, 1994). The results further align with Skar et al. (2022), Fareed et al. (2022), and Veestraeten et al. (2021), who argue that recognition, mentorship, and emotional support enhance commitment, coordination, and discretionary effort in project environments. However, variation in perceptions of institutional belonging suggests uneven stakeholder inclusion, which may limit leadership effectiveness, as noted by Yukl (2013). Overall, the findings imply that individualized consideration significantly strengthens CDF project implementation through improved stakeholder relationships and commitment, although its impact is moderated by institutional and contextual factors (Change, 2025).

4.6.3 Teachers' Responses on Individualized Consideration

The findings from teachers indicate generally positive perceptions of individualized consideration in relation to the implementation of CDF construction projects. A majority of teachers agreed that principals help others develop themselves, reflecting strong involvement in mentorship and capacity building, which is essential for strengthening human resource capability in project implementation. Similarly, most respondents agreed that principals demonstrate empathy by treating team members' problems as their own, indicating emotional support and concern for staff welfare, a key dimension of individualized consideration that fosters trust and collaboration (Khan et al., 2022). Teachers also confirmed that principals value team members personally, suggesting recognition and appreciation of individual contributions, which enhances motivation, engagement, and accountability (Fareed et al., 2022). However, perceptions of institutional belonging were relatively less consistent, indicating variation in organizational attachment among principals. Overall, the findings suggest that individualized consideration is generally practiced through mentorship, empathy, and recognition, and is significantly associated with improved implementation of CDF construction projects, consistent with Veestraeten et al. (2021), Aboramadan and Dahleez (2020), and Change (2025), who emphasize that such leadership behaviors enhance commitment, coordination, and project performance outcomes.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The study rejected the null hypothesis (H_0) and established that individualized consideration has a statistically significant relationship with the implementation of CDF construction projects in public secondary schools in Kisumu County ($p < 0.05$). The findings, based on principals', Board of Management (BOM), and teachers' perceptions, indicate that individualized consideration is consistently expressed through mentorship, feedback provision, empathy, recognition, and support for staff development.

Across the three respondent categories, individualized consideration was found to positively influence key implementation outcomes including timeliness, coordination, accountability, and quality of CDF construction projects. Principals who demonstrate stronger individualized consideration are more likely to foster collaboration and commitment

among stakeholders, thereby improving project execution. Similarly, BOM members and teachers confirmed that supportive and relational leadership enhances trust, stakeholder engagement, and shared responsibility in project implementation.

The study further concludes that individualized consideration, as a dimension of transformational leadership, strengthens human resource capability and enhances teamwork, motivation, and organizational commitment within school-based project environments. However, variations in perceptions across respondent groups suggest that the extent of implementation of individualized consideration is not uniform across all schools, which may affect consistency in project outcomes. Overall, schools where individualized consideration is strongly practiced across leadership levels are more likely to achieve effective and successful implementation of CDF construction projects.

5.2 Recommendations

The study recommends that the Ministry of Education, Teachers Service Commission (TSC), and other education stakeholders strengthen principals' leadership competencies through structured capacity-building programs focused on transformational leadership, particularly individualized consideration. Training should emphasize mentorship, effective communication, feedback mechanisms, and stakeholder engagement skills to improve project coordination and implementation outcomes.

In addition, Boards of Management (BOM) should be actively involved in leadership development processes to strengthen collaboration between school leadership and governance structures in CDF project implementation. Schools should also institutionalize inclusive leadership practices that enhance teacher participation, strengthen organizational belonging, and improve accountability in project execution.

Finally, continuous professional development programs based on validated leadership frameworks such as the Multifactor Leadership Questionnaire (MLQ) are recommended to ensure consistent application of individualized consideration across schools, thereby improving the effectiveness, efficiency, and sustainability of CDF construction projects.

Declaration of Interest

The author declare that she does not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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