FACTORS INFLUENCING SUSTAINABILITY OF RURAL COMMUNITY DEVELOPMENT PROJECTS: A CASE OF KILUNGU SUB-COUNTY, MAKUENI COUNTY, KENYA

BY

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DECLARATION

This Research Project Report is my original work and has not been presented for award of degree in any other university

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DEDICATION

I dedicate this research project to my Parents Thomas and Rose and to my Brothers and Sisters Patrick, Lawrence, Atannasio, Naomi, Teresiah and Maria and to my Congregation Sisters of Our Lady of Charity of the Good Shepherd and friends for their financial and moral support throughout the entire period of study. Thank you for your continuous encouragement and support.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
CSOs	Civil Society Organisations
CBOs	Community Based Organisations
ERA	Economic Review of Agriculture
FBOs	Faith Based Organisations
FAO	Food and Agriculture Organisations
IFAD	International Fund for Agricultural Development
JHC	Jesuits HakiImani Centre
HSNP	Hunger Safety Net Programme
KARI	Kenya Agricultural Research Institute
M &E	Monitoring and Evaluation
NGOs	Non-Governmental Organisations
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
TOC	Theory of Change
UN	United Nations
UNCRD	United Nations Centre for Regional and Development
UNCED	United Nations Conference on environment and development
UNDP	United Nations Development Programs

ABSTRACT

Globally, the critical challenge facing rural community development projects today is lack of sustainability after the donor phase out or even before the project completion. Several community development projects have been executed in the rural communities in order to improve living conditions of the people. However, not all projects meet the intended objectives despite the billions of money spent. At the same time, the project beneficiaries may not reap the benefits neither value their involvement and ownership of the project. Actually, it is sustainability that makes the difference between project success and failure of community development projects. This study seeks to determine factors influencing sustainability of rural community development projects: A case of Kilungu Sub-County, Makueni, Kenya. The study objectives were to examine how social factors, management factors, training factors and other players influence the sustainability of Community development projects in Kilungu Sub-County. The study employed a descriptive research design. The target population included beneficiaries of the project, project managers and project management committee members. The study used a sample size of 210 respondents who were selected using a simple random sampling technique. Questionnaires and interview schedules were used as data collection instruments. Data was analyzed using Statistical Package of Social Sciences (SPSS) version 20 and data was presented using Tables. The results on social factors showed that 58% and 56% respondents agreed that gender and education had high influence on sustainability of community development projects while 56.7% strongly disagreed that marital status influenced sustainability of community development projects. The findings on management factors indicated that 66.7% of the respondents had management knowledge and skills to enhance sustainability. However, 53% of the respondents indicated that the people who were appointed as managers of projects were not competent. A total of 48.7% of respondents agreed that organizational structure helps in division of activities into manageable units. The results on Training factors indicate that 42.7% of the respondents agreed that training local community increases efficiency of services and enhances projects ownership. Majority (43.3%) of the respondents agreed that the local community was well mobilized and trained in order to achieve ownership of the project when implementation agencies phase out. The respondents also indicated that the level of community participation was critical and 46% of the respondents participated in the Training. The findings also show that only 34% of the respondents moderately agreed that local community was actively involved in decision making in the project. It was concluded that Social factors, Management factors, Training factors and Community participation can enhance sustainability of rural community projects if the factors are well considered and integrated in the project cycle. It was recommended that the four factors which influence sustainability of community projects should be implemented fully. The results obtained are useful to Government officials, Non-Governmental Organizations, Managers of projects and other relevant stakeholders.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Sustainable development is the state in which rural community development projects become self-sustaining. It is a state at which the development projects can run on their own without having to rely on support from the donors. A sustainable development project also addresses the needs of the community thus improves the living standards of the people. To address the root cause of poverty and to promote the universal need for development, the United Nations Forum for Sustainable Development (2015) outlines the new sustainable development goals and sustainable agenda. United Nations Development Programs (UNDP) administrator Clark (2015) noted that the agreement on sustainable development goals marks important milestones in putting the world on an inclusive and sustainable state. In this study Clark (2015) identify the goals to be as follows; 1. End Hunger,2. End poverty 3. Ensure healthy lives 4. Ensure comprehensive and equitable education and lastly 5. Ensure availability and sustainable water and sanitation management for all are vital. The goals are of concern as they are related with the research study. Therefore, the study is essential in order to put in place strategies for continuity of the projects.

According to Wilson (2008), sustainable development is a pivotal concept of our time and is not just a way of understanding the world but also a method of solving global problems. The first time the idea of sustainable development was made popular and contextualised was in the Brundtland Commision. It describes sustainable development as the 'development that meets present people's needs without compromising the future generations' ability to benefit the same way'. (WCED 1987, 43). Roy, (2003) argues that development is for the people and by the people. Roy (2003) argues that, it's the people living in an area that determines the sustainability of a development project. Where people have positive attitudes towards the developing projects they offer their contribution and support. This is one of the major ingredients that facilitates sustainability of development projects.

Sachs (2015), notes that sustainable development remains the central challenge of our times today. He argues that the world is under strain and poverty continues to plague communities and families. The effects of climate change and raging conflicts threatens sustainable livelihoods and the gap of inequality continues to deepen. This is the main reason why the

leaders of the world are calling upon sustainable development as a new agenda to help guide humanity to safety and prosperity of their communities.

According to Gruen (2008), project sustainability is a major concern for many rural community development projects. It is more difficult especially for the low and middle income countries. Savaya et al, (2008) also noted that 40% of all new projects do not make it beyond the first few years after the termination of the initial funding. Projects which are not sustainable have less impact on the local community and do not meet the projects objectives, resources are wasted, community needs are unmet and have no continuity and can affect the trust of the community for future projects (Shediac-Rizkallah and Bone, 1998). Sridhar, Zinzow, Gray and Barrett, (2007), stress that in any development project, planning for sustainability is a challenge and rarely incorporated in the planning process of an intervention.

In Africa sustainable development remains a challenge as a result of many factors which includes: Poverty, drought, hunger, disease, illiteracy, malnutrition and health problems among others. Gall world, (2013) indicates in 10 countries in the sub-Saharan Africa, people live in severe poverty that is on $1.25 or less a day.

In Ugandan, organizational director for AMREF noted that sustainability is a concern not only in Uganda, but also in other parts of Africa. He pointed out in (2009) a report by the International Institute for environment and Development indicates a worrying trend, hundreds of millions of dollars were being wasted on boreholes in rural Africa as the people could not maintain them. In Senegal's Kaolac region and in Northern Nigeria for instance were in despair.

In Mali, over 30,000 people had to go to work to the desert on the biggest aid initiative tried by French Colonial Authorities. The French funded the project at a cost of more than $300 million over 50 years. However, the African workers stubbornly stuck to their traditional agricultural practices and refused to embrace change. Consequently by 1982, only 6 percent of the region was developed. In 1985, the World Bank took over the project from the French as it had shown limited success with rice farming as indicated by (Associated press, 2007).

In Kenya, the Kenya National Profile statistics (2001) indicates that an approximate of two million people are being impacted positively by community development projects. The project by the Government and Non-governmental Organizations included interventions in

agriculture, water, health and education among other projects. Rural community development projects are planned for a specific period of time after which the funding agencies leave it to the community expected to continue running the project and make them self-sustainable. However, the projects collapse mostly after the project phase-out. In (2009), the World Vision evaluation report pointed out that most community development projects have failed to sustain themselves and are unable to run on their own without the support of donors. A good example is a case where the Norwegian Government invested $22 million into a fish processing plant in Lake Turkana. The initiative was planned in 1971and aimed to provide jobs to the people of Turkana by means of fishing and fish processing for export. The community who are largely nomadic refused to abandon it for fishing. Though the plant was finished and only worked for a few days then shut down. The operating cost of the freezers and clean water demand in the desert were too high. Despite the huge amount of money invested, it was evident that the project was facing many odds and could simply not attain sustainability.

Makueni County lies in ASAL areas of Kenya which are less developed and has high rate of poverty, low rainfall and drought. This has led to inadequate water, hunger, food shortage, malnutrition, poverty and healthy problems. Generally, the ASALs are known as the less developed places with highest poverty in Kenya. These places are often forgotten and marginalised in the development agenda. The low rainfall varies raging between 550mm and 850mm and drought are quite high and this can led to inadequate water, hunger, food shortage, malnutrition, and poverty and health problems. Human activities such as farming on hill tops, charcoal burning, and sand harvesting leads to soil degradation as indicated by Makueni County integrated development plan (2014).

As a result the County is faced with challenges of water, insufficient food and the net effect has been repeated droughts. Water scarcity has also worsened due to this condition. Linked to inadequate water and water management is food insecurity leading to hunger, malnutrition and poverty. This situation has forced the Government, NGOs and other development partners to intervene in community development projects such as water projects, agricultural projects, health and education projects. The interventions are to alienate hunger and improve food security. It is also to promote health and sustainable management of water so that members of the community can have access to water thus improving the living standard of the people. The idea of sustainability is to achieve sustainable communities. The donors and government offer services on humanitarian ground to improve the livelihood of the

community. Therefore, the researcher is addressing the factors that can have an impact on sustainability of these projects as sustainability is questionable in some counties despite the billions of money spent.

1.2 Statement of the Problem

Project sustainability has proved to be one of the most critical challenge for all rural community development projects. Panda (2007), argues that experience in the development sector reveals that project sustainability is a major issue despite the numerous efforts made to develop self –sustaining projects. In Kenya, billions of shillings have been channelled into community development projects especially in Arid and Semi-Arid areas (ASAL) to try improve the living standards of the people. Unfortunately, most of these projects have been characterized by low level of sustainability.

A world vision (2009) evaluation report analysis showed that, lack of sustainability of development projects in some cases is caused by factors which should have been worked out before the commencement of the project. However, reasons why some projects do not continue are not well understood and this is what the researcher wants to find out. Similarly, a rural development model in the arid and semi-arid areas of Kenya (2015) indicates that substantial donor and Non-governmental organizations (NGOs) funds have been spent in ASAL areas but no significant development has been achieved.

The World Bank and United Nations Development Programme report on climate change (2007) brings out the challenges of inhabitants of ASAL areas in Kenya. The report indicates the level of poverty among people living in the arid and the semi-arid areas is high. In Makueni County, the level of poverty stands at 60% according to the latest poverty data from Kenya Bureau of statistics (2015). Nationally, the County is 38th out of 47 Counties, with a poverty gap of 16.8% which is 4.6% points above the national figures (12.2%). Analysis by ward shows that poverty gap ranges 5.6% to 33.3%.Due to high level of poverty, the residents are not able to invest in agriculture which is the county's main economic activity. Other challenges experienced in the County include prolonged drought, water shortages, chronic poverty, malnutrition, healthy related problems.

Consequently, the Government of Kenya (GoK) and other charitable organisations have for the last years channelled significant resources towards helping ASAL communities cope with the continuous occurrence of such problems. However, this has not shown much positive

results in terms of sustainability. The question the study seeks to answer is why the projects are not sustainable in achieving their objectives. Therefore this study was to assess some of the projects in Kilungu-Sub County with a focused to investigate the factors influencing sustainability in terms of objectives being met, continuity and improving the living standard of the people.

1.3 Purpose of the study

This study evaluated factors influencing sustainability of community development projects in Kilungu Sub-county, in Makueni County, Kenya.

1.4 Objectives of the study

The following objectives guided the study:

1. To examine influence of social factors in the sustainability of community development projects in Kilungu Sub County, Makueni County, Kenya
2. To assess influence of management factors in the sustainability of community development project in Kilungu Sub-County, Makueni County, Kenya.
3. To determine influence of training factors in the sustainability of community development projects in Kilungu Sub County, Makueni County, Kenya.
4. To assess influence of players in the sustainability of community development projects in Kilungu Sub County, Makueni County, Kenya.

1.5 Research questions

This following research questions guided the study:

1. Which factors influence sustainability of community development projects in Kilungu Sub-County?
2. How do management factors influence the sustainability of community development project in Kilungu Sub-County?
3. What is the influence of training factors on sustainability of community development projects in Kilungu Sub-County?
4. What is the influence of participation of players in community development projects for sustainability in Kilungu Sub-County?

1.6 Significance of the study

This study has the following benefits; community development projects are a means of strengthening the community members by giving precedence to the needs of the community and their perceptions of the development of social, economic, environmental and political policies. This research help the community to understand the value of community participation and other factors mentioned in the study. It aids the project managers to anticipate the resources they need to ensure that their projects thrive. It is hoped that the community management committee find the information contained useful and gain insight of the best practices to use in project management. Study findings were useful to NGOs, Governments officials and project managers who may use in drafting of policies towards sustainable development.

It is also important in enhancing sustainability skills and knowledge to existing and future projects thus improved community standard of living and livelihood. The idea behind is to reduce dependency syndrome within the context by contributing to community change of attitude and mindset towards development. Further the findings were useful to community members in helping them realize and harness their potential and ability thus come together to face the problems affecting the community.

1.7 Limitations of the study

In the process of conducting this study, the researcher envisaged a number of challenges. Limited funds are available for the study and the researcher overwhelm this challenge by using the savings meant for other activities. The study area is limited to Kilungu Sub-County, Makueni County in Kenya. Language barrier is a challenge as most people of Makueni speak Kikamba but this was solved by employing a research assistant from the County. The challenge of language was overcome by use of researcher assistant in order to translate the language. The time constrain challenge was overcome by the researcher working extra time and preparing the activity plan early and collecting questionnaires and interview guide within three days. Researcher used the mobile phone to communicate with the contact persons in the field.

1.8 Delimitation of the study

Leeds and Ormrod, (2010), defines delimitations as the scope and boundaries of a certain study. The study was designed to examine the factors which influence sustainability of rural community development projects in Kilungu Sub-County, Makueni County. The studies

include water, health, agriculture and education projects in Kilungu Sub-County. It is also delimited in terms of the scope of the target population. Therefore, the study put focus on community development projects in Kilungu and Ilima divisions which form Kilungu Sub-County and include project beneficiaries, senior managers and community development committee members.

1.9 Basic assumptions of the study

One of the assumption of this study is that the respondents of the target population honestly, objectively, accurately and timely according to their knowledge answered all the questions and that the collected information were correct, reliable and relevant. It is as well assumed that the sample size chosen were the representative and the respondent's co-operated with the researcher. It is also assumed that the weather conditions were conducive enough to facilitate data collection during the research period.

1.10 Definition of significant terms

Community: A group of people living together in the same geographical location who share common interests and with a shared identity.

Community Development: An action that enables people to realize and develop their potential and ability and organize themselves to deal with problems and needs which they have in common. It is an effort by the community to meet their basic needs.

Development Projects: These are projects aimed at contributing to positive change in the community which enhances the quality of life for the community members.

Management: A process which involves planning, organizing, staffing, directing and controlling during project implementation.

Participation: Active involvement in the project design and implementation

Players: Stakeholders in the following projects; Community, Church, Government

Rural Community Development projects: Projects meant to benefit the community

Social Factors: These are societal factors which enhances sustainability within the community development projects

Sustainability: Defined as the ability of a program or initiative to continue meeting the community needs and embracing the concept of doing this beyond the period of donor agency participation (Brinkerhoff and Goldsmith, 1992).

Sustainable development: This refers to the state in which rural community development projects become self-sustaining and there is continuity after donor's phase-out.

Training: Acquisition of knowledge and skills in relation to project management.

1.11 Organization of the study

The study is arranged into five chapters. Chapter one is generally the introduction of the project which captures the study background, statement of the problem, purpose of the study, research objectives of the study, research questions, significant of the study, basic study assumptions, study limitations, delimitations of the study, definitions of important terms used in the study and organization of the study. Chapter two contains literature review and focuses on factors influencing sustainability of community development projects. The sub-topics include the five variables which are social factors, management factors, training factors, community participation factors and sustainability. The other part includes theoretical framework, conceptual framework, knowledge gaps and summary of literature review. Chapter three contains research methodology which include introduction, research design, sample size and sampling procedure, target population, Methods of data collection and research instruments, pilot testing of the instruments, reliability and validity of research instruments, procedures of data collection, methods of data analysis, operationalization of variables and ethical consideration used in the study. Chapter four contains data analysis, presentations, and interpretation and chapter five contains summary of the findings, discussion, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on literature review of the social factors, management factors, training factors and community participation with corresponding indicators. There is exploration on the theoretical framework underpinning the study, conceptual framework, knowledge gap and conclusion based on the literature review summary.

2.2 Sustainability of Community Development Projects

Sustainability is a word used today in most development projects to discourage project failure, dependency syndrome and enhance the aspect of being independent or self-reliance after the project phase-out. The Brundtland commission on Environment and Development defined sustainable development as development that focuses on present needs without conceding the needs of generations to come (WCED 1987). There are other definitions of Sustainable development but it is important to note that the goal is to conserve the resources for future use by being good stewards and to minimize poverty (Mintzer, 1992). It is also important to note that Governments and NGOs have used a lot of resources in the development projects but at the end the projects remain unsustainable. This has led to Global adaptation of Sustainable Development Goals (SDGs) as a way of addressing the challenges facing development.

There are 17 sustainable development goals according to the world leaders in the umbrella of the United Nations. In this study the goals number 1.Reduces Poverty 2. Reduces Hunger 3. Ensures good healthy 4 Ensures inclusive and equitable education while goal number 6. Ensures availability and sustainable management of water and sanitation for all people. These Goals are of concern as they are related with the key problems addressed in the study with aim of improving the living standard of people.

2.3 Social factors and sustainability of rural community development projects

Social factors refer to the things that affect lifestyle, such as religion, wealth or family. It is important for organizations to be aware of these factors as they are important components in project management. To improve community development projects for sustainable development, the community and government has to put into consideration the social factor.

There are many social factors which influence sustainability of community development projects such religion, ethnicity, culture, education among many others. In this part of the study we will focus only on gender, marital status and level of education as noted by World Bank report (2002).

According to World Bank briefing notes on Gender Equality and Sustainable Development (2002) to achieve sustainable development, attention should be paid on gender-based differences. They indicated that in most cases it is the females that bear the burden of gender disparities due to the socially constructed roles. The males enjoy an advantage over the females in decision-making and capacity to advantage of social, economic and political opportunities and access to resources. The World Bank also emphasized that to boost the sustainability and effectiveness of development programmes, the gender differences need to be taken in and should be considered during the formulation of the policies and the programs interventions.

In the rural communities, women often form the most disadvantaged category of the population as a result of limited access to assets such as literacy, land credit, loans due to lack of collateral, participation in decision making processes as noted by William (1991). As a result of the widening gap of inequality between men and women, the latter are not able to perform their critical responsibilities hence becoming a challenge to global human and economic growth and the realization of sustainability of development projects (IFAD 2003). There several factor that have contributed to this disadvantaged situation of women which includes loss of lands, community resources like forests, water catchment areas, household property and lack of inheritance has all contributed to widening gap of poverty thus increasing their domestic chaos which hinders their involvement in community development projects as noted by Bellamy and Rake (2005a).

Illiteracy and low level of education has exacerbated most rural women continue to be excluded from major development projects within the community and from job opportunities exposing them to more marginalisation and their contribution in development is not felt. The reason is that most of the work they do is within the household which is not quantified or noticed (IFAD, 2002). Women are also marginalised by cultures that advocate for male chauvinism and violence. The woman is also confine to domestic activities and has no influence beyond her home. Modernisation has resulted in the loss of traditional practices, cultural and political institutions. These has led to a loss of rules and principles of behaviour

that have been mechanisms in safeguarding gender–sensitive structures in the society. Women's marginalisation has been worsened by the globalisation policies in increasing their vulnerability to violence and prostitution thus no much contribution to community projects (IFAD, 2002).

Nevertheless, IFAD (2002) stresses that gender equality and women's empowerment is crucial in enhancing poverty reduction. IFAD, supports the Gender and Development approach in comparison to Women and Development approach as an alternative addressing the development issues. They stress that adaptation of Gender and Development (GAD) approach adopted in 1992 provides the most suitable approach of looking at gender responsibilities and relationships rather than creating separate projects for women and for men. The Gender and Development approach adopts project activities to put the gender specificities into consideration. The main idea behind gender mainstreaming is to ensure that both genders are given opportunities to gain access to all projects resources and participate fully in development projects as indicated by Reeves and Daden (2000).

The United Nation's (2001) special advisor on gender matters and advancement of women recognises that sound development is that which is based on a pure assessment of the contributions of both genders and the potential impact of planned involvement on the productivity of both men and women. The office acknowledges that reliable evidence confirms that gender inequalities and differences directly and indirectly affect the impact of development activities resulting to lack of sustainability.

Similarly, Saito (2000) argues that women are excluded in community activities and this makes it difficult for them to participate in community development projects. While Mehra, (1993), discusses that the major objective of Gender in community development is to facilitate the awareness of the critical roles played by women in natural resource management and sustainable development.

In some places like in ASAL Areas in Kenya, women spend many hours a day collecting fuel and water for cooking (Strategic Plan: Vision 2025 Makueni County). Their productivity in the family is usually limited as the women lack proper education, lacks health care and other services. These women also lack good nutrition and their health deteriorate and their life expectancy is low though they are supposed to have higher life expectancy than men.

Makueni County as for Kenya National Bureau of statistic (2009), has a male to female sex ratio of 100:105 which indicates that both men and women are fairly balanced. Makueni County depends heavily on small scale farming and livestock keeping for their income. 80 per cent of the work is carried out by women who are mostly house wives as reported by Makueni County Integrated Plan (2013). The rural women have remained as house keepers and are not exposed to many activities outside the homestead. This has to some extent contributed to under development as many important activities remain unattended.

The Kenya Nationals Bureau of statistics states that (2015), the head of households is the ultimate decision maker who makes key decisions and whose authority is acknowledged by all the other household members. The findings of the Report on Poverty shows that there is slightly high incidences of poverty among female-ended households (46.8 per cent) than in households headed by males (44.6 %) and this is a barrier towards sustainability of communities. Despite the fact that the rates are high in both sexes in rural areas than urban areas the result show that females in both areas are more vulnerable to poverty than males.

Education is an important tool for development and most education economists argue that provision of quality education leads to social and economic development. This in turn lead to economic growth acceleration, creation of more income and wealth distribution, availability of skilled human capital, long life, low crime rates, better health outcomes, national unity and political stability and greater equality of opportunity (Election Agenda 2017 and Beyond, (2016).

Paulo Freire (1995), philosophy of education and development is based on practical methods of getting groups actively participating, breaking through apathy and obtaining critical awareness of the poverty causes in the society. He emphasized that through education we can achieve radical transformation. According to Paulo Freire, education should be a tool of transformation in our personal lives, our community, ecosystem and the entire society.

Hope and Timmal (1995), argues that values of cooperation, justice and concern are necessary as they facilitates the transformation of a society. He also notes that the transformation process involves both action and reflection. Education and development go hand in hand. Education empowers the members of a community and enables them to make their own contribution to the process of developing a new society in which all people are able to sustain their basic human needs.

2.4 Management factors and sustainability of community development projects

According to Mugutu et al. (2013), management is the execution of a task with an aim of achieving results which can be either quantitative or qualitative. It can be referred to as the planning, organizing, directing and controlling of the scarce resources of knowledge, people, money, information and technology to quantitatively attain indicated results efficiently and effectively. It includes the process of organizing and motivating people towards achievement of identified goal and objectives of an organization. Mugutu et al. (2013), emphasizes that project management's focal point is a project. A project is an activity that has a beginning and an end and is carried out to meet determined goals within cost, quality and schedule objectives. It is also temporary in nature.

Cleland and Ireland, (2007), look at project as a combination of organisational resources pulled together to create something that did not exist. From the above discussion we can sum up in the words of Raphael Nyonje, Kyalo Ndunge and Angelina Mulwa (2012), that a project is characterised by resource which can either be human, financial, and material among others. It also involves tasks defined in terms of activities, timelines, and the aspect of coordination and controlling of activities to achieve desired objectives. Projects are also unique and specific in nature. From the discussion the researcher further mention that projects consist of the following elements planning, budgeting, organising, staffing, directing, and controlling among others.

Managers in their management functional areas, for instance finance, marketing or operations performs a number of roles which forms the practice of management. The management team is drawn from all the functional areas of the organization for success of the organization. Their roles include planning, organizing, staffing, controlling, communicating and decision making (Haughey, 2016). He notes that organization management team has a leader who directs other leaders or managers in the organization to ensure that activities of the organization run in harmony. Therefore, the leader has the responsibility to make sure that things happen through other people. The top leadership or management team provides leadership and motivation to staff across all the units in the organization. The leader led by example to others. They have to inspire and guide people to achieve organizational results. The leader must have the ability to lead, motivate and discipline followers and team workers to perform up to the expectation or targets.

A Chinese philosopher by the name Confucius, expressed that, the success "of all things depends upon previous preparation otherwise there is definitely going to be a failure". This word translates into the important of planning before doing any activity. According to Rengasamy, (2016), development necessitates planning and planning includes a lot of project. According to Rengasamy planning involves organizing the task to be undertaken, determining who does what, when, how and for whom, and determining the required resources, allocating responsibility, communicating to all stakeholders participating, controlling progress, assessing term of completion and handling unexpected changes within and outside the organization. Rue and Byars, (2004), defines planning as a process of determining future objectives and the actions to be undertaken in order to achieve them. In short, planning's focal point is the end result including the process of implementing the task.

According to the words of Kidombo, Gakuu and Keiyoro, (2013), plans in the organization can be divided into strategic plan, tactical plan, and operational plans among others. They state that in every project strategic planning is an important aspect as it gives a broad plan which guides the general direction of the organization. Strategic plan is a special type of formalized planning process intended to define and realize organizational goals (Kidombo et al. (2013). It includes selecting an organizational goal, outlining the strategic plan programs required for achieving specific objectives, determining the methods necessary to ensure that the strategic plan programs are implemented. Ngumo, (2009), notes that organisational goals are a vital component in strategic planning. He states that Strategic planning provide a sense of direction for organizational activities. He notes that goals include purpose, mission and objectives and helps to scan the internal and external environment for any change. Therefore, managers of community development projects need to strategically plan their programs in a way they can be in a position to survive in the changing world. They also need to consider some challenges their organisation may face in future and come up with policies that would ensure that the organisations survive the setbacks.

Magutu et al. (2013), states that an organizational structure outline show tasks are formally divided and also how the tasks are grouped and coordinated in the organization. He emphasizes that there are six fundamental areas that managers need to address when designing organization structure. They include: chain of command, work specialization, departmentalisation, and span of control, centralization and formalization. These areas are on the basis of these questions in projects: What is the degree of sub dividing tasks into separate jobs? What is the number of individual that a manager efficiently and effectively direct?

Where does decision making authority lie? To what degree will there be official procedures to direct employees and managers? In general terms, the organization structure supports all the activities of the organization and try to fill any gap identified. However, most organizational structures are hierarchical in nature but the structure need to be flexible enough to accommodate all those in the organization.

All in all, the organization structure gives a comprehensive picture of how the organization functions and different levels of authority responsible for effective and efficient management of the organization. Proper adherence to the organizations' functions contributes to the project sustainability as the best procedures and practices have been put in place from beginning to final stage of project implementation as put by Mugutu et al. (2013).

Management has the responsibility to manage staffs in the work place. Managing of staffs involves facilitating an effective organization structure through appropriate and professional recruitment, selection, compensation, appraisal and development of personnel to fill the roles and designed into the structure as stated by Gary Dessler, (2000). According to Kidombo et al. (2013), basic requirement about staffing of organizations or projects is to ensure that there is availability of staff at various levels or categories sufficient in number and with the right skills. Management and Human Resource managers take the responsibility of employment, deployment and posting. They have to know how the organization has to continuously make strategic decisions on how to get the right people who can compete globally, improve quality, innovation and customer service and retain them. Thus, staffing process continues all through the life of the projects and they are the main determinants of the performance of the projects. Therefore, every project or organization has to ensure there is a staffing plan in place.

2.5 Training factors on sustainability of rural community development projects

In the words of Wilson, (2006), training is a planned process aimed at modifying knowledge, attitude, skill and behaviour as a result of learning experience in order to achieve effective performance in different kinds of activities. The purpose of planning in the work situation, is to acquire the individual's abilities and skills to fulfil the present and future needs of the organisation or the community which Gupta (2011) refers to as bridging the gap between job requirement and present competence of workers. He points out that training seeks to improve the behaviour and performance of a person. He further notes that training also seeks increase the aptitudes, skills and abilities of workers to perform a specific job. Nzuve (2010), argues that training is the facilitation of acquiring new knowledge, learn new skills and carry out

tasks differently (better) than before. It aims at helping the community or individual persons to adopt a behaviour that will be useful to the organisation or development work. The same applies to community development projects for better performance and future sustainability.

In development, projects training take place once a new project is initiated or new group members become part of the project. It is important because it enhances the skills, knowledge and capabilities of the people working in the project. The training process is often continuous as new skills and techniques are learnt all the time. When people are trained resources are properly managed which contributes to achieving the objectives of the projects effectively and efficiently (Chris Newton, 2016). However, it is important to take note of the variation of the methods of training different groups. The method of training adult is different from that of children. For this study training Adult learners are the focus in relation to Community development. We find that adult learners are mature, experienced, responsible and capable of making informed decisions. Malcolm Knowles in early 1970s, established the term "Andragogy" describing some distinct differences between adult and children learners (Knowles, Swanson and Holton (2005). The concept of Andragogy emphases on special needs of adult's learners. Knowles outlined six assumptions about adults learning as: need to know, self-concept, readiness to learn, past experience, motivation to learn and learning orientation.

According to Wilson, (2006), adult learners are themselves a rich resource for learning. Secondly, adults have a rich ground of encounter to which they can interact with new experiences. Thirdly, adults have developed a great number of fixed thoughts and habits patterns which causes them to less open-minded. It is therefore important for the adult trainers to be aware that these types of experiences by the adults can be both motivational and barriers to adult learning. The trainer therefore has to provide a learning environment that maximizes the learning values from those experiences as noted by Knowles (1996).

Kelly, (2010), notes that the teaching of adults and understands how they learn is important to focus the attention on the group's special characteristic without ignoring their needs, insights and skills when planning for the training. She states that adults learn more effectively when driven by a desire to develop a skill, to gain new information, to fulfil inner desires and to improve professional competence. The training must have values and what they learn should be practical in approach and with immediate applicability as noted by Kelly, (2010). Thus, there must be connection between the training and the goals. Therefore, the job of the trainer

is to awaken his/her learner's motivation to learn. The trainer cannot force learning on the learners and the topic of discussion must be relevant to them. The trainer has to uncover issues that will motivate adults to participate. Learning must relate to life experience and active participation within the group is important for it to be relevant to the needs of the people as discussed by Hellen (1999). Thus, right skills and knowledge will contribute to competence resulting to good performance of the projects. Training also helps to sensitize community members to enable them have access to information in relation to development projects. It is difficult for Community members to participate without relevant information.

Hellen (1999), also debates that adults learning environment must be characterised by mutual respect, trust, comfort, collaboration and freedom to participate. Training sessions must be interesting and time must be taken seriously and valued. Thus, following the theory of andragogy, trainers of adult's education can use methods such as techniques, simulation exercises, games, role plays, case studies, group discussion, problem –solving, power point presentation, lectures, demonstrations, exercises and any other method.

Information is power, without relevant information people cannot participate in development project for they are not informed. Information will help the people to contribute and be part of the project. Knowles (1996) points out that access to information also helps the community members to get detailed information or knowledge on some of the issues of concern in the community which includes socio cultural factors, customs, beliefs and practices of a particular group. Information can be accessed through documents review, media, seminars, chief barazas, local radio station, memos and books among others.

2.6 Community participation and sustainability of rural community development projects

According to Mulwa (2010), community projects will remain suffering poor sustainability provided that development professionals and change agencies don't allow public participation of the local community. The methodology and orientation given by those responsible for development activities is highly responsible for insignificant change, impact and continued deprivation of the poor. The methodology and approach of the entire project cycle determines the end result after the completion of the project whether it will continue or not continue. From the community level it is very evident that most projects collapse soon the donor hands over the project to the local community. This scenario is not only experienced in donor

funded projects but also in government sponsored projects for lack of active participation of the community in the project planning to the final stage.

However, people have different perceptions in regards to public participation. Bhatnagar and Willian (1992), agrees that community participation is referred to as "a means by which people, particularly disadvantaged ones, impact decisions that affect them. Participation means influence on development decisions, not solely participation in the implementation, sharing of benefits of a development decisions, not simply (in sharing) benefits of a development activity, however those types of participations are essential and are frequently inspired by opportunities for influence". On the other hand, Michael Bamberger, (1988), quotes the definition of community involvement from Samuel Paul (1987) as follows; 'in the development point of view, community participation is a vigorous process in which recipients influence the way and execution of development initiatives rather than simply receive a share of the benefits of the project'. While Caroline Moser, (1987) as cited by Michael stresses that community participation is quite different from community development. According to Caroline Moser, public participation refers to an evolutionary process where activities at the project or micro-level can make the conditions for increased popular partaking in the planning and implementation of development programs locally, regionally, nationally or even at the macro-level. This view is supported by Bhatnagar and Williams who observe that: At times governments support popular participation since contributions from beneficiaries and NGOs supplement the inadequate resources they have at their disposal for development initiatives. The beneficiaries therefore may be expected to add labour and capital or to undertake 'self-help to sustain the project. Popular participation is sometimes used to enable a collective understanding and agreement on cost sharing and its reinforcement Bhatnagar and Williams, (1992). Munguti, (1989), emphasizes the concept of 'free labour' in participation with similar observation that; "when members of a community offer themselves for manual work, many programmes implementers have reported high participation levels. This free labour offered by the members of the community leads to an impressive reduction of the cost of running the development projects. This significantly contributes to the effectiveness and efficiency of a programme / project.

Consequently, community development approach gives emphasis to self-help, democracy in the leadership process and proper local leadership in community development (Barker, (1991). This calls for the participation of the local community. Hope and Timmel their book two Training for Transformation (1995), Participation also means dialogue. Dialogue allow

people to share their own perceptions of a problem, offer their opinions and ideas, and have the opportunity to make decisions of recommendations. In this regard, community participation is an essential component of community development. It replicates a grassroots to bottom –up approach to the problems solving as put by Smith (1998).

From the researchers view, it is crucial to note that different scholars have contributed different views about community participation as a crucial component in community development projects for sustainability. From the discussion, it is evident that in community development measures have to be put in place to ensure that community members are not left behind in all the stages of the project cycle. It is also important to note the kind of activities implemented that will sometimes determine the kind of participation. We have to look at this from our cultural perspective that we cannot ignore the fact that communities are selective and projects which are not in line with the culture will be ignored. Developers of programs have to keep this aspect in mind.

Also following the wisdom of the theory of Maslow hierarchy of needs, people have different needs and their participation in community development projects will also depend if their basic physical needs at the lowest level have been sufficiently met before proceeding to the next level (Chapman, 2014). If this basic social and psychological needs are not met then it will be difficult to talk about participation in projects which are not addressing their needs. This becomes an obstacle to fully participate in the initiatives.

2.7 Theoretical Framework

According to Jordan (1998), a theory can be described as an overall body of principles and assumptions used to describe a certain set of facts or some observed phenomenon. On the other hand, theoretical framework is a group of related ideas that offers guidance to a research project or business endeavor. According to Whetten (1989), a theory is made up of primarily of concepts and causal relationships that relate to these concepts. This study adopts the theory of change considered relevant to the study.

The theory of change (TOC) was introduced in the early (1990s) in the United States by Anderson. It is a methodology or tool used in planning, participation and evaluation in development projects (not for profit making) to promote social change. It is a comprehensive explanation and illustration of how and why a desired change is anticipated to happen in a certain context as Clark (2004) puts it. The theory of change works through identifying long-term goals by backwards mapping and linking outcomes until the outcomes framework is

complete and assumptions are identified that leads to development of indicators and identifying interventions. According to Clark (2004), these processes are related to one another causally.

For projects to be sustainable and beneficial to the community they have to be grounded on a good theory. Theory of change is good in community development projects if applied in the right way. The theory helps projects developers to come up with right projects which are well conceived in terms of the needs to be addressed and the changes the projects will contribute too. These call for involvement of all the community members in the project design. The steps in the theory of change are followed in a logical manner and ideas behind each step are well defined making it easier to manage the project and sustain it. Such projects promote social change in the community and long-term results which are sustainable.

The theory of change is relevant in bringing sustainable development as its result oriented and project implementers have to work hard to achieve good results by applying the concepts well in the project cycle in order to come up with better informed hypothesis of change to support interventions which can adopt to change in the context. Project interventions have to be designed in a way that they bring long term changes to that community. Therefore, theory of change is important in enhancing sustainability of projects. Sustainable projects are result based and this is what theory of change is all about. Emphasize should be on application of the process and also in long term impacts.

2.8 Conceptual Frame Work

A conceptual framework is meant to show the relationship between the independent and dependent variables of the study as described by Vaughan (2008). The Figure 1 shows the relationship of the dependent and independent variables of the study. The likely outcome of factors influencing sustainability of community development projects is sustainability as indicated in Figure 1. The independent variables appear on the left and the dependent variables on the right side. The likely factors to influence sustainable development are social factors which include; Marital status, Gender and level of education. The Management factors include; Number of planning meetings, types of plans, managers skills and years of experience, sources of funds, types of organizational structure and types of staff skills. The training factors include; training methods and methods of dissemination of information. The community participation includes the level of participation, types of players, roles of community and methods of decision making. The Sustainability factors indicators are

improved living standards, objectives of the projects met and continuity of the project. Other factors which are likely to be potential confounds include government policies and regulations, climatic changes, local politics and conflict of community resources.

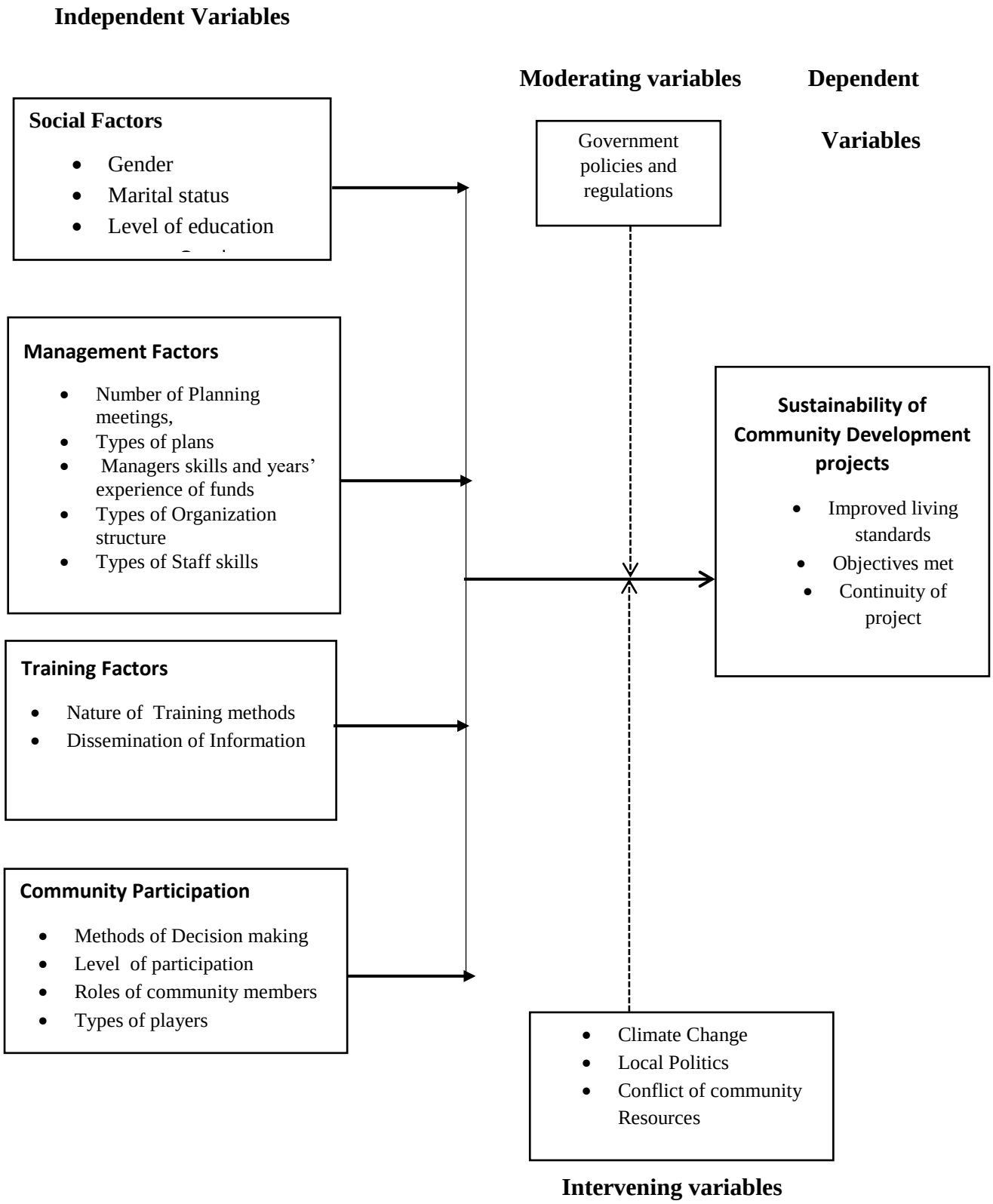

Figure 1: Conceptual Frame work

2.9 Knowledge Gap

Literature reviewed shows that most researchers have pointed out some factors influencing the sustainability of community development projects. However, the findings from the literature indicate that there is a problem of sustainability of community development projects in Makueni, Kenya. The review also shows that there is need to conduct a study on sustainability because of limited information on sustainability of community development projects. The study will provide data on the subject in order to fulfill the knowledge gap on community development projects in ASAL in Makueni and other ASAL areas.

2.10 Summary of Literature Review

In summary, this chapter focused on literature review highlighting key issues concerning sustainability of community development projects in relation to the variables of study. Critical obstacles have been highlighted as the extent to which social factors, management factors, training factors and participation of community members have to be considered in the project management cycle. Conceptual explanations of these factors that influence sustainability of projects in ASAL areas where such projects are most needed are provided. The outstanding point is that although many projects highlights elements of sustainability at the proposal stage, the actual implementers of projects seems to lacks emphasize on these factors for sustainability though a lot of money is spent on this projects. The theoretical frame work and knowledge gap is also discussed as a means of sustainability. There is gap in the information where community members need to be more informed to enhance capacity in terms of skills and knowledge in project management for sustainability. David Breuer (2002) argues that sustainability cannot be achieved if people are living in extreme poverty and consequently it is sustainability that causes the difference between success and failure of community development initiatives to bring about value for money and promote human dignity.

Table 2. 1: Summary of Knowledge Gap

Objective	Author	Main Findings	Knowledge Gap
Influence of Social factors and Sustainability of Rural Community Development Projects	World bank report (2002) William (1991) United Nations Advisor (2001)	The findings show that involvement of gender (men and women) in the project is important to enhance sustainability	Limited information on social factors especially on importance of Gender mainstreaming in projects
Influence of Management factors and Sustainability of Rural Community Developments Projects	Haughey (2016) Rengasamy (2016) Mugutu (2013)	Majority of the respondents indicated that most managers of the project were not competent as they lacked management skills	For sustainability of projects, the main functional areas of management have to be considered for there is limited information on this area.
Influence of Training Factors and Sustainability of Rural Community Development Projects	Gupta (2011) Chris Newton (2016) Kelly (2010)	Majority of the respondents indicated that they did not attend any training on projects.	To enhance sustainability of community development projects there is a need to train the members
Influence of Community participation and Sustainability of Rural Community Development Projects	Mulwa (2010) Barker (1991) Smith (1998)	The findings show that players were involved in the projects through contribution of funds and other resources and also in designing of the project.	Community members are not aware of their responsibility in community projects thus no ownership and continuity of projects

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research methodology employed in the research. This consists of the research design, target population and sample size, sampling procedure, data collection procedure, data analysis procedure, research instruments, validity and reliability of the instruments, Ethical issues and measurement of variables.

3.2 Research Design

According to Orodho (2003), a research design is a plan that is used to produce answers to research problems. This study employed descriptive research design. Kothari (2008) indicates that a descriptive research design deals with establishing the frequency at which something take place or the relationship between variables. It is also used to clarify variables and shaping hypothetical constructs (Kothari, 2008). Descriptive design can also help to determine the characteristics of a population according to William (2001). Consequently, the descriptive study approach is suitable for this study because it helps to present the state of affairs as they are present without manipulation of variables. The descriptive design in this study is chosen basing on the fact that this study was able to assess the factors that influence sustainability of rural community development projects in Kilungu Sub-county in Makueni County.

3.3 Target Population

According to Mugenda and Mugenda (2003), a population can be said to be an entire set of individuals, cases or objects with some common observable characteristics. It can also be said to be a well-defined set of services, elements, people, events, things or households that are being investigated (Miles and Huberman, 1994). A target population is very significant in research, since it makes available a solid foundation and the first step on which to build population validity of the study (Gall, Borg and Gall, 2003). The total target population for this study adds up to 4763 respondents which include 742 for water projects, 3256 for agricultural projects, 297 for education projects and 444 for health projects plus 4 project senior managers and 20 committee members. They are identified and selected based on the total number of projects identified and needs of the community.

3.4 Sample size and sampling procedure

Sample size is a smaller group taken from the entire accessible population. While sampling refers to a process of picking a number of individuals for a study in such a way that the individuals picked embodies the entire population from which they were picked (Ogula, 2005).

3.4.1 Sample size

Mugenda and Mugenda (2003), defines a sample as a smaller group or sub-set of the population which is obtained from the accessible population. The sample size of 210 respondents were picked out from the study through the help of simple random sampling techniques that acts as the representative of the entire population. The total members of the sample size include 4 senior managers, 11 project management committee members and 195 project beneficiary (Agriculture-134, Water-31, Health-18, Education-12) giving a total of 210 sample size. The target population is 4763 (Agriculture-3256, Water-742, Health-444, Education-297, senior management committee-4, project management committee-20). The project management committee, project managers and the project beneficiaries of Kilungu Sub-County sample size were determined by using Yamane Table (1967).

Stratified sampling technique was used. The respondents were stratified based on different projects in Kilungu Sub-County. These are agricultural, water, health and education projects. A sample was selected from the stratum as shown in the Table 3.1. The number in each project was based on the proportionate population distribution. As the research was done in four different projects, stratified random sampling was used. The projects were stratified by the population size before selecting the final subjects proportionately. The total population of Kilungu sub-county is 4763. The study employed Yamane's Table in determining the sample size as outlined by Yamane (1967).

Table 3. 1: Target Population for Kilungu Sub-County

Target groups	Target Population	Sample size
Senior management committee	4	4
Project management committee	20	11
Beneficiaries of the projects	4739	195
Total	**4763**	**210**

3.4.2 Sampling procedure

The study employs simple random sampling techniques. Probability sampling was used also to allow the researcher to use a reasonable number of subjects in the study. Together, non-probability sampling technique was important as the researcher was to use qualitative studies in some cases inform of interview for in-depth information and the sample was not representative of the population (Mugendi and Mugenda, 2003). Therefore, Probability sampling technique involved the use of simple random sampling to get the sample size. The allocation of the samples to the four categories of people was carried out through proportional allocation method Bowley (1926). In this method, the sampling fraction, n/N is same in all strata, where n represents sample size, and N represents the population size. The strata in this study consisted of agricultural, water, health and education projects. According to Kothari (2008), in simple random sampling, the target population issplit into homogenous stratums and a proportionate sample was collected from each. Non-probability sampling procedure, of purposive sampling procedure, where, from each group sampled, individual respondents and interviewees were selected based on one's knowledge and experience about the topic of study. In order for purposive sampling technique to be effective, early identification and selection of respondents was done by help of research assistant. According to Creswell (2012), combining the use of probability and non-probability techniques helps to make the researcher's work easier, save time and cost, and increase the reliability of the information to be collected during field work. It also ensures that each member of the group identified and selected has a fair chance of participating in the study.

3.5 Data Collection instruments

The collection of data is a key aspect of any type of research study. Lack of adequate data collection affects the results of the research negatively leading to invalid results which can be misleading to the targeted population for whom the research was meant. Various methods were used for collecting both primary and secondary data. The researcher used structured questionnaires and interview guide for collection of data.

3.5.1 Pilot Testing of the Instrument

Charles (1995) observed that the idea of administering questionnaires to two different tests under the same conditions and population for comparative results leads to consistence, reliable and observable results. In this study the reliability of the research tools (the questionnaire and interviews) was determined using a single test administered for internal consistency of the items. According to Mugenda and Mugenda (2003), a sample size of

between 10 and 30 percent is good. In the study, 21questionnaires were administered to 21respondents from Kilome Sub-County who were picked from the population and were not part of the actual sample in Kilungu. The reason was to find out if the research was workable. The two sets of questionnaires were administered under the same conditions.

3.5.2 Validity of the instrument

Validity refers to the level to which evidence backs any inferences a researcher makes on the basis of data he or she collects using a specific instrument (Williman, 2001). It can also be defined as process of drawing the correct conclusion based on the data taken from an assessment. In other words, it refers to how well a test evaluates what it is meant to evaluate as defined by Drost, (2011). It is concerned with the accuracy and meaningfulness of research components. If data collected is a true replication of the variables then inferences based on such data were correct and meaningful as indicated by Mugenda and Mugenda (2003). In this regard validation of the research instrument were important to make sure that the study collected relevant information to provide answers to the research questions.

To determine the validity of the data collection instrument selected, the researcher used content validity. This was to establish whether any left-out item should be included in the measurement for its representativeness of the concept. It helps to measure all concepts of the content and to check whether the sample (measurement) is representative enough to cover the whole universe of the concept domain (Kerlinger, 1986). Kerlinger argues that content validity is always guided by a judgement. The procedure of measuring the validity of the content of a subject is to use professionals or experts in that particular field under study (Mugenda and Mugenda, 2003). The instruments were given to two groups of experts. One group assessed what concepts the instrument is trying to measure. The other groups ensured that all the variables in the research objectives are adequately captured in the questionnaire.

3.5.3 Reliability of the instrument

Spata (2003), defines reliability as the level to which results of data collected are consistent over time under identical conditions. It is the consistence of the scores obtained from data collection instrument under a similar methodology. In other words, reliability is concerned in making sure that methods of data collection results into consistent outcomes, signifying that carrying out a similar research with different respondents in the same population will give the same results. The idea behind is one of reliability of results, repeatability of results or observation. In this study test-retest method at two different times were used to check

reliability of the instrument to check if the results were similar (Charles, 1995). The instrument were piloted on 21 selected project committees from Kilome Sub-County, Makueni. The results were repeated after one week on the same committee members. A Cronbach's alpha of 0.70 indicate that there was a high internal consistency of the data.

3.6 Data Collection Procedure

The researcher used structured questionnaires and interview guide to gather primary data. Researcher assistants were trained to assist in data collection. According to Kothari (2008), questionnaires were useful to collect a large amount of data. Questionnaires also cover a wider geographical area, are straight forward and are less time-consuming (Mugenda and Mugenda, 2003). The questionnaires and interview schedule were divided into different sections or headings on the basis of the study objective to enhance comprehensibility. The research assistants were first trained to assist in data collection. First parts of data collection were pilot study and only then the researcher administers the questioners and carries out the interview through the help of research assistants. The respondents were also trained on how to use the instruments, purpose of the study and the ethical considerations.

3.7 Data Analysis Techniques

According to Kothari (2008), data analysis is the whole process which commences immediately after data collection for interpretation and processing of data. The data collected were subjected to both quantitative and qualitative analysis techniques. Using both qualitative and quantitative data analyses strengthens the overall research design, as well as the interpretation of the findings of the study as indicated by Miles and Huberman (1994). It is also noted by Creswell (2004) that using both qualitative and quantitative data analysis approach helps to limit errors inherent in particular data sources thus promoting objectivity and the reliability of the study. Statistical package of social sciences (SPSS) version 20 as put by Mugenda and Mugenda (2003) was used to analyse the data. On the other hand, open headed questions were analysed using the qualitative analysis technique which involved the use of content analysis and thematic groupings.

According to Mugenda and Mugenda (2003), the use of SPSS to analyse quantitative data serves as the best, comprehensive and integrated computer programme for managing, analysing and displaying of such data. Open-ended questions, on the other hand, were analysed using qualitative analysis technique, which entailed the use of thematic grouping and content analysis. The findings of the analysis were presented in form of narratives or

generalized statements. The SPSS software was used for coding, classification of data and tabulation for analysis. The SPSS was also used to analyse quantitative data which were presented by use of frequency Tables and percentages. Multiple regression models were applied to measure the influence of selected factors on sustainability of community development projects (Mugenda and Mugenda 2003).

3.8 Ethical Consideration

Ethical concerns are principles or rule the researcher's sets to guide those conducting research activities to respect the dignity of mankind and all stakeholders' rights**.** According to Mugenda and Mugenda, (2003), ethical concerns are vital for any research work. It is the researcher's responsibility to see that the responder's story is safeguarded by maintaining the objective of the study (Creswell, 2002). He also emphasizes that the relationship should entirely be based on respect and trust for the research site, reciprocity, maintaining privacy, using ethical interview procedures and cooperating with the participants. Patton (2002), notes that some ethical issues to put into consideration includes assessment of risks, privacy, reciprocity informed consent and access of data and ownership. The researcher was also encouraged to be aware of the potential of one's emotion turmoil in processing the information as noted by Patton.

Thus, at the first contact with the respondents, the researcher gives a thorough description on the relevance of the study and makes the respondent understand why the questionnaires were to be administered. An introductory letter to the respondents was obtained from the University of Nairobi and County government of Makueni. The respondents were guaranteed confidentiality of information obtained only for the purpose of academic. They were encouraged to freely participate and contribute by giving the relevant information required. The researchers seek consent and permission from the respondents before giving out the questionnaires.

3.9 Operationalization of variables

The operationalization of the variables are presented in Table 3.2

Table 3.2: Operationalization of the variables

Objective	Independent variables	Indicators	Measurement scale	Tools of Analysis	Type of Analysis
To examine how social factors influence sustainability of community development projects	Social Factors	Gender Education Marital Status	Ordinal	Frequency, percentages, mean and standard deviation	Descriptive
To assess how management factors influence sustainability of community development projects	Management Factors	Number of Planning meetings and types of plans Types of organizational structure and types of staff skills	Ordinal	Frequency, percentages, mean and standard deviation	Descriptive
To determine how training influence the sustainability of community development projects	Training Factors	Nature of training Methods of training and methods of information dissemination	Ordinal	Frequency, percentages, mean and standard deviation	Descriptive

To assess role played by the players in community development projects	Community participation	Methods of Decision making, level of participation Players role and types	Ordinal	Frequency, percentages, mean and standard deviation	Descriptive
	Dependent variable Sustainability of community development projects	Improved living standard Objectives met Continuity of projects	Ratio	Multiple regression, ANOVA and Model summary	inferential

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on data analysis, presentation, and interpretation of collected data in the study. A total of 150 respondents participated in this study.

4.2 Return Rate

A total of 210 questionnaires in Kilungu Sub-County were administered, 150 questionnaires of them were filled and returned, 20 of them were from project management committee, four from senior project expert, which represents 71.4% response rate. This returnrate is considered very good and it can be relied on in order to make conclusions for the study. Mugenda and Mugenda (2003), reported a 50% return rate is sufficient, 60% is good whereas 70% is rated as very good.

The return rate is shown in Table 4.1

Table 4. 1:Return rate

Target Population	Sample size	Collected	Return rate (%)
Senior management committee	4	4	1.9
Project management committee	11	11	5.2
Beneficiaries of the projects	195	135	64.3
Total	**210**	**150**	**71.4**

The recorded high response rate of responses was as a result of the data collection procedures. The researcher pre-notified the key informants (project management committee) of the proposed survey and also used a self-administered questionnaire where the respondents completed questionnaires and were picked after completion.

4.3 Socio-Demographic Information

The study sought to acquire information on numerous aspects of respondents' background such as level of education, gender, economic status, age, residential, time of being a resident and marital status. The aim of acquiring this information was to test the suitability of the

respondent in answering the questions on the topic of factors influencing sustainability of rural community based projects in Kilungu Sub-County in Makueni County. The findings are indicated in Table 4.1.

4.3.1 Gender of Respondents

The findings about the gender of the respondents are shown in Table 4.2 which gives the percentage of those who participated in the study.

Table 4. 2: Gender of the Respondents

Year's	**Frequency**	**Percentage**
Male	91	60.7
Female	59	39.3
Total	**150**	**100**

The study in Table 4.2, showed that majority (60.7%) of the respondents were males while 39.3% were females. The finding shows that there was not much disparity in data collection, because both gender were represented fairly.

4.3.2 Age of the Respondents

The findings about the age of the respondents are shown in Table 4.3. The age were grouped at a class interval of 10 with 19 years as the minimum target age of the respondents.

Table 4. 3: Age of the Respondents

Years	Frequency	Percentage
19-30	36	24.0
31-40	53	35.3
41-50	37	24.7
Over 50 yrs.	24	16.0
Total	**150**	**100**

The findings indicate that 35.3% of the respondents indicated that they were between the ages of 31-40 years while 24.7% were between 41-50 years and 16% were above 50 years old.

4.3.3 Level of Education of the Respondents

In this section the researcher sought to find the level of education of the respondents and findings are shown in Table 4.4

Table 4. 4: Level of Education of the Respondents

Years	Frequency	Percentage
Primary level	13	8.7
Secondary	44	29.3
Diploma	32	21.3
Bachelor	30	20.0
Master degree	10	6.7
Others	21	14.0
Total	**150**	**100**

The findings of the education level in Table 4.4 shows majority of the respondents (29.3%) had secondary level of education, 21.3% had diploma level, 20% had Bachelor degree level, 14% others had never attended school, while 8.7% had primary level. Therefore, it can be noted that majority of the household respondents had attained the basic education and thus would provide valid and consistent information about sustainability of community project.

4.3.4 Economic Status of the Respondents

The findings on Table 4.5 shows different categories of economics status of the respondents, it looks at various aspects such as employment status of the respondents.

Table 4. 5: Economic Status of the Respondents

	Frequency	Percentage
Employed	26	17.3
Unemployed	50	33.3
Self-employed	59	39.4
Retired	15	1.0
Total	**150**	**100**

The findings show that 39.4% were self-employed, 33% were unemployed, and 17.3% were employed in the formal sector which majorities of them were in teaching profession while only 1% of the respondents were retired from their jobs. Therefore, the majority of the respondents worked in the informal sector as they struggle to get their daily meal.

4.3.5 Locality of the Respondents

The researcher seeks to examine the residency of the respondents as clearly shown in Table 4.6

Table 4. 6: Locality of the respondents

	Frequency	Percentage
Residents	140	96
Non residents	10	4
Total	**150**	**100**

The findings indicate that majority (96%) of the respondents were resident of that area, while 4% were none residents and most of them were expert in those projects, hence valid and reliable data.

4.3.6 Years of being Residents

Findings shown in Table 4.7 indicate the numbers of years as residents in the region of the research.

Table 4. 7: Years of being resident

	Frequency	Percentage
Less than 10yrs	3	2.0
10-20yrs	21	14.0
21-30yrs	62	41.3
31-40yrs	50	33.3
40 and above yrs.	14	9.4
Total	**150**	**100**

From the findings in Table 4.7, most of the household respondents (41.3%) had lived in Kilungu Sub County for 21-30 years, 33.3% for 31-40 years, and 9.4% for 40 years and

above while 2% had lived in the area for less than 10 years. This implies that the respondents had lived in the sub-county for long enough to give credible information about the sustainability of projects.

4.3.7 Marital Status

The findings in Table 4.8 show categories of marital status of the respondents and marital status is shown below.

Table 4. 8: Marital Status of the Respondents

	Frequency	Percentage
Single	68	45.3
Married	78	52.0
Separated	4	2.7
Total	**150**	**100**

The findings show that (52%) of the respondents were married, 45.3% were single while only 2.7% of the respondents were separated.

4.4 Social Factors

This section deals with objective one of the study which examine social factors which influence sustainability of community development projects in Kilungu Sub County, Makueni County, Kenya. And mostly seeking the opinion of the respondents in a five point Likert scale of 1(strongly disagree), 2 (disagree), 3 (moderately agree), 4 (agree) and 5(strongly agree).

4.4.1 Social Factors

The findings on social factors which includes; gender, education and marital status are presented in Table 4.9

Table 4. 9: Social Factors

	Strongly disagree		Disagree		Moderately agree		Agree		Strongly agree		Mean	S.D
	F	%	F	%	F	%	F	%	F	%		
Education is an important tool for community development projects			1	0.7	6	4	85	56.7	58	38.7	4.33	0.58
Education promotes dialogue, touches the human feelings and emotions to enable all people to meet their own needs and encourages problem –posing which affirms people as being in charge of their own development	-	-	-	-	9	6	94	62.7	47	31.3	4.25	0.55
Staff working in development projects need to have skills to deal with women related issues in community development projects	-	-	-	-	6	4.0	105	70	39	26	4.22	0.50
Gender has high influence in the sustainability of community development projects	1	0.7	4	2.7	39	26	87	58	19	12.7	3.79	0.71
Both gender were involved in community development for sustainability	1	0.7	52	34.7	59	39.3	37	24.7	1	0.7	2.90	0.80
Government and other organizations have to integrate gender concerns into policies and programs to ensure sustainable development	17	11.3	63	41.7	49	32.5	20	13.2	1	0.7	2.50	0.88
Marital status influences sustainability of community development projects	85	56.7	45	30	18	12	2	1.3	-	-	1.58	0.75

The study shows that 56% of the respondents agree that education is an important tool for community development project with a mean average of 4.3 and standard deviation of 0.586. while 62.7 agree that education promotes dialogue, touches the human feelings and emotions to enable all people to meet their own needs and encourages problem –posing which affirms people as being in charge of their own development with 4.25 mean average, 70% agree that Staff working in development projects need to have skills to deal with women related issues in community development projects with 4.22 mean average, 58% agree that gender has high influence in the sustainability of community development projects with 3.79 mean average.

However 39.3% of the respondent moderately agree that both gender were involved in community development for sustainability with 2.9 mean average, 32.5% also moderately agree that government and other organizations have to integrate gender concerns into policies and programs to ensure sustainable development with a mean average of 2.5 while 56.7% of the respondents strongly disagree that marital status influences sustainability of community development projects with a mean average of 1.58.

4.5 Management Skills

This section deals with objective two of the study which assess how management factors influence sustainability of community development project in Kilungu Sub County, Makueni. It covers who manage the project and how competent they were. And also seeking the opinion of the respondents in a five point Likert scale of 1(strongly disagree), 2 (disagree), 3 (moderately agree), 4 (agree) and 5(strongly agree).

4.4.2 Management of community projects

The findings of the respondents on the management of community projects are shown in Table 4.10

Table 4. 10: Management of community project

	Frequency	**Percentage**
An elected leader	65	43.3
Headman	35	23.3
Politician	1	0.7
Committee	49	32.7
Total	**150**	**100**

From Table 4.8, it clearly shown that most of the local project were being managed by an elected leader with 43.3% of the respondent indicating it, 32.7% of the respondents indicated that they were being managed by a committee while 23.3% indicated that they were being managed by headman but only 0.7% indicated politician.

4.4.3 Rate at which management respond to the need

The findings at the rate at which management responds to the needs is presented in Table 4.11

Table 4. 11: Rate at which management respond to the need

	Frequency	percentage
Yes	60	40
No	90	60
Total	**150**	**100**

When the respondents were asked whether the management of the project responds adequately whenever concerns were raised, 60% of the responded indicated No while 40% yes.

4.4.4 Management competent

The findings on whether management were competent in terms of skills and knowledge is indicated in Table 4.12

Table 4. 12: whether management were competent

	Frequency	Percentage
Yes	71	47
No	79	53
Total	**150**	**100**

When respondents were asked whether those who were appointed to manage project were competent 53% said No, while only 47% said yes. However, one of the senior project manager in the region said that;

‘‘Most of our employees are very competent in management skill, they are aware and know how to deal and work efficiently with the local community members for the sustainability of the community project’’

Table 4. 13: Management factors

	S.D		disagree		Moderately agree		Agree		Strongly agree		Mean	S.D
	F	%	F	%	F	%	F	%	F	%		
Managing people, their opinions and the changes they requests are important in community development projects for sustainability	-	-	-	-	6	4	78	52	66	44	4.40	0.56
Management knowledge and skills are important factor in projects in enhancing sustainability	-	-	-	-	7	4.7	100	66.7	43	28.6	4.24	0.52
Planning establishes the objectives and the purpose of the project	-	-	-	-	24	16	92	61.3	34	22.7	4.06	0.62
Organizational structure helps in the division of activities into manageable units where everyone knows who is to do what and who is responsible. It removes confusion and conflict in the projects or any work.	-	-	6	4	52	34.7	72	48.7	20	13.3	3.70	0.74
Documenting lessons learnt and best practices in weekly or monthly bases is part of the plan and is important in monitoring and evaluation	-	-	8	5.3	52	34.7	73	48.7	17	11.3	3.66	0.75
Project managers have adequate and experience (task familiarity) in management	12	8	22	14.7	44	29.3	60	40	12	8	3.25	1.06

When respondents were asked to rate the management factors influencing sustainability of the community development project, 52% of the respondents agree that managing people, their opinions and the changes they requests are important in community development projects for sustainability with 4.4 mean average, 66.7% agree that management knowledge and skills are important factor in projects in enhancing sustainability with 4.24 mean average, 61.3% agree that planning establishes the objectives and the purpose of the project with 4.07 mean average, 48.7% agree that organizational structure helps in the division of activities into manageable units where everyone knows who is to do what and who is responsible. It removes confusion and conflict in the projects or any work with 3.7 mean average and 48.7% agree that documenting lessons learnt and best practices in weekly or monthly bases is part of the plan and is important in monitoring and evaluation with a mean average of 3.6 while 29.3% of the respondents moderately agree that project managers have adequate and experience (task familiarity) in management with a mean average of 3.25.

4.5 Training factors

This section deals with objective three of the studies which determine how training influences the sustainability of community development projects in Kilungu Sub County. It seeks whether the respondents have ever participated in any training and how they benefit from such training. And also seeking the opinion of the respondents in a five point Likert scale of 1(strongly disagree), 2 (disagree), 3 (moderately agree), 4 (agree) and 5(strongly agree).

4.5.1 Participation of the Respondents in the Training

The findings on whether respondents has ever participated in any training are indicated in Table 4.14

Table 4. 14: Participation of respondents in the training

	Frequency	**Percentage**
Yes	60	33
No	90	67
Total	**150**	**100**

When the respondents were asked if they have attended any training majority (67%) of respondents indicated they had not attended training while 33% indicated they had attended.

4.5.2 Benefits of Training

The findings on how the beneficiary benefited from the training are given in Table 4.15

Table 4. 15: Benefit of Training

Level of education	Frequency	Percentage
Importance of the project	33	22.0
how project can be properly used to better lives of local	50	33.4
how to take care of the project equipment's	47	31.3
more about the project	20	13.3
Total	**150**	**100**

A total of 33.4% of the respondents indicated that the benefit got from training was how project can be properly used to better lives of local, 31.3% was how to take care of the project, 22% importance of the project and 13.3% gained more knowledge about the project. According to one of the project manager responsible of training said that.

> ''We see a lot of changes in how the project are being manage after offering training to the local community, some even used the skill they enquire during training to properly manage the project''

Table 4. 16: Training factors

	S.D		disagree		Moderately agree		agree		Strongly agree		Mean	S.D
	F	%	F	%	F	%	F	%	F	%		
Through training local community were able to efficiently service the project in case of breakdown of the machines used	3	2	15	10	64	42.7	57	38	11	7.3	3.38	0.84
The community were trained in modern technology to help to curb poor management and accountability of the project when implementation agencies pull out	5	3.3	18	15.3	56	37.3	64	42.3	7	4.7	3.33	0.87
Training greatly influenced the perception of local community towards the project	15	10	20	13.3	42	28	62	41.3	11	7.4	3.22	1.09
Local community were well mobilize and trained to achieved ownership of the project when implementation agencies pull out	13	8.7	46	30.7	65	43.3	26	17.3	-	-	2.69	0.86

Table 4.16 show that majority of the respondents moderately agree with the statements concerning training, with 42.7% moderately agree that through training local community were able to efficiently service the project in case of breakdown of the machines used with 3.38 mean average, 37.3% that the community were trained in modern technology to help to curb poor management and accountability of the project when implementation agencies pull out with 3.33 mean average and 41.3% that training greatly influenced the perception of local community towards the project with a mean of 3.22 while 43.3% agree that local community

were well mobilize and trained to achieved ownership of the project when implementation agencies pull out with a mean of 2.693

4.6 Players in community participation

This section deals with objective four of the study which assess the influence of players in the sustainability of community development projects in Kilungu Sub County. It seeks whether the respondents has ever participated in any community project and how they participate. And also seeking the opinion of the respondents in a five point Likert scale of 1(strongly disagree), 2 (disagree), 3 (moderately agree), 4 (agree) and 5(strongly agree).

4.6.1 Participation in the project

The findings on the level of participation of the local community on the community projects are given in Table 4.17

Table 4. 17: Participation in the project

	Frequency	Percentage
Yes	69	46
No	81	54
Total	**150**	**100**

When the respondents were asked if they ever participated in any community project, 54% said No while 46% said Yes. This clearly indicates how community participation was relatively low.

4.6.2 Area of participation by the respondents

The findings on how community members participated on the community project as shown in Table 4.18

Table 4. 18: Area of participation by the respondents

	Frequency	Percentage
Contributing fund	10	14.0
providing labour	37	53.3
providing materials	18	27.3
part of decision making	4	5.4
Total	**64**	**100**

The 46% of the respondent who agreed that they have participated in the community project see fig 4.16, 53.3% of them indicated that they involved by provide casual labour, 27.3% provide materials, 14% by contributing fund while 5.4% by being part of decision marking. This suggests that participation the stakeholders was crucial in the implementation of the community projects in the county through reduction of operations costs, improving the efficiency of the project and increasing the longevity of the projects. This findings concur with the opinion of one of the senior manager of community project who said that

> ‘‘In most of the time we involved the members of community in at any level of the projects, some supplies us with raw material, rarely do we import raw material from elsewhere if we can get them cheaply within the locality. Also we get our labor from the local community’’

According to the one of the area chief who is conversant with the community project, he said that

> ‘‘Local community members must be given first priority in any decision making regarding the project allocation’’

4.6.3 Stakeholders’ involvement

The findings on other stakeholders’ involvement in the community project are shown in Table 4.19.

Table 4. 19: Other stakeholders’ involvement

	Frequency	**Percentage**
Yes	40	27
No	110	73
Total	**150**	**100**

The respondents were asked whether they were any other stakeholder who were involved a part from the residents of the area, 73% said Yes, while 27% said No. This illustrates that involvement of all the stakeholders determined the efficiency and sustainability of the community projects

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4.6.4 Other stakeholder involvement

The findings on how other stakeholders were involved in the community project is shown in Table 4.20

Table 4. 20: Other stakeholder involvement

	Frequency	**Percentage**
Designing	10	13.3
Fund contribution	50	40.7
Management of the project	37	31.3
in the construction	12	14.7
Total	**109**	**100**

The 73% of the respondents who indicated Yes, that there were other stakeholder involved in the community project. 40.7% indicated that they involved through fund contribution, 31.3% management of the project at the initiation of the project, 14.7% in the construction while 13.3% in designing. Thus the stakeholders brought many contributions to the running of the projects in terms of financial supports, designing of the project and the operation of the projects.

Table 4. 21: Communities' participation

	Strongly disagree		Disagree		Moderately		Agree		Strongly agree		Mean	S.D
	F	%	F	%	F	%	F	%	F	%		
The constructor of the project get their labour from the local community	-	-	3	2	21	14	89	59.3	37	24.7	4.06	0.68
Local community were actively involved in decision making and identification of the project	16	10	25	16.7	51	34	45	30	13	8.6	3.09	1.11
Local community are actively involved in financial contribution towards the project	14	9.3	41	27.3	65	43.3	25	16.7	5	3.4	2.77	0.94
It is the local community who supply the need material for the project construction	30	20	67	44.7	40	26.7	13	8.7	-	-	2.24	0.87
It is the local community who decides the project location	29	19.3	75	50	38	25.3	6	4	2	1.4	2.18	0.83

As clearly shown in Table 4.21, most of the respondent 59.3% agree that the constructor of the project get their labour from the local community with 4.07 mean average, 34% moderately agree that local community were actively involved in decision making and identification of the project with 3.03 mean average, 43.3% moderately agree that local community are actively involved in financial contribution towards the project with 2.7 mean average while 44.7% disagree that it is the local community who supply the need material for the project construction with 2.24 mean average and finally 50% also disagree thatit is the local community who decides the project location with a mean average of 2.18.

4.7 Inferential Analysis

The following regression model was applied to measure variables (social factors, management factors, Training factor and stakeholder involvement) in regard to sustainability of community development project in Kilungu Sub-County in Makueni. (Table 4.22)

The regression model was as follows:

$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + ę$

Where:

Y = Sustainability of community development project

β_0 = Constant Term

β_1= Beta coefficients

X_1= Social factors

X_2= Management factors

X_3= Training factors

X_4 =stakeholder involvement

Table 4. 22: Regression Coefficients

	Unstandardized Coefficients		**Standardized Coefficients**	**T**	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	1.123	1.214		0.735	0.001
Social factors	0.109	0.176	0.109	0.512	0.043
Management skill	0. 106	0.192	0.019	0.147	0.031
Training factors	0.212	0.201	0.237	1.209	0.047
Community involvement	0.232	0.206	0.246	1.208	0.049

b Dependent Variable: Sustainability of community development project

The following regression analysis was obtained:

$Y = 1.123 + 0.109X_1 + 0.106X_2 + 0.212X_3 + 0.232X_4$

The model demonstrates that when all variables are held at zero (constant), the value sustainability of community development project would be 1.123. Conversely, holding other factors constant, a unit increase in social factors, would lead to a 0.109 increase in sustainability of community development project, a unit increase in management skills would lead to a 0.106 increase in dependent variable, a unit increase in training factors would lead to 0.237 increase in dependent variable (sustainability of community development project) and finally a unit increase in community involvement would lead to 0.232 increase in community development. The study further indicates that there is an important relationship between sustainability of community development project and social factors, management factors training factors and stakeholders with since all the significant coefficient less than 0.005 significant level.

Table 4. 23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.799[a]	0.610	0.317	0.712	0.010	0.362	4	145	0.835

a. Predictors: (Constant), Community involvement, Social factors, Management factors, and Training factors.

Table 4.23 shows a model summary of regression analysis between dependent and independent variables. The value of R (correlation coefficient) is 79.9%, which shows high positive relationship between the independents variables, the value of coefficient of determinant(R^2)is 61% this a perfect model since it is capable of explaining 61% of the variability, Most models that can explain more than 40% of the variability can be taken as a useful model. This is an indication that the model is a very good predictor overall since R^2> 60%.

Table 4. 24: ANOVA

Model	Sum of squares	Df	Mean Square	F	Sig
Regression	0.734	4	0.184	0.362	0.004[b]
Residual	73.539	145	0.507		
Total	74.273	149			

a. Dependent Variable: sustainability of community development project

b. Predictors: (Constant), Community involvement, Social factors, Management factors, Training factors

The study used ANOVA to determine the significance of the regression model from which an f-tabulated value p<0.004 was determined. This indicates that the regression model has a less than 0.004 likelihood (probability) of giving an incorrect prediction**.**

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, discussion, conclusions and recommendations on factors influencing sustainability of rural community development projects in Kilungu Sub-County, of Makueni County, Kenya.

5.2 Summary of findings

A summary of the findings based on the objectives of the study are presented below.

5.2.1 Social Factors and sustainability of community development projects

The study established that 56% of the respondents agree that education is an important tool for community development project with a mean average of 4.3 and standard deviation of 0.586. while 62.7 agree that education promotes dialogue, touches the human feelings and emotions to enable all people to meet their own needs and encourages problem –posing which affirms people as being in charge of their own development with 4.25 mean average, 70% agree that Staff working in development projects need to have the skills required to deal with women related issues in community development projects with 4.22 mean average, 58% agree that gender has high influence in the sustainability of community development projects with 3.79 mean average. However 39.3% of the respondent moderately agree that both gender were involved in community development for sustainability with 2.9 mean average, 32.5% also moderately agree that government and other organizations have to incorporate gender issues into policies and programs to ensure sustainable development with a mean average of 2.5 while 56.7% of the respondents strongly disagree that marital status influences sustainability of community development projects with a mean average of 1.58.

5.2.2 Management factors and sustainability of community development projects

The study established that the managers of the projects responded adequately to concerns whenever raised. They were effective with a mean average of 3.25. When respondents were requested to rate the management factors influencing sustainability of the community development project, 52% of the respondents agree that managing people, their opinions and

the changes they requests are important in community development projects for sustainability with 4.4 mean average, 66.7% agree that management knowledge and skills are important factor in projects in enhancing sustainability with 4.24 mean average, 61.3% agree that planning establishes the objectives and the purpose of the project with 4.07 mean average, 48.7% agree that organizational structure helps in the division of activities into manageable units where everyone knows who is to do what and who is responsible. It removes confusion and conflict in the projects or any work with 3.7 mean average and 48.7% agree that documenting lessons learnt and best practices in weekly or monthly bases is part of the plan and is important in monitoring and evaluation with a mean average of 3.6 while 29.3% of the respondents moderately agree that project managers

5.2.3 Training and sustainability of community development projects

The study revealed that majority of the respondents moderately agree with the statements concerning training, with 42.7% moderately agree that through training local community were able to efficiently service the project in case of breakdown of the machines used with 3.38 mean average, 37.3% that the community were trained in modern technology to help to curb poor management and accountability of the project when implementation agencies pull out with 3.33 mean average and 41.3% that training greatly influenced the perception of local community towards the project with a mean of 3.22 while 43.3% agree that local community were well mobilize and trained to achieved ownership of the project when implementation agencies pull out with a mean of 2.693.

5.2.4 Players and sustainability of community development projects

The study found out that most of the respondent 59.3% agree that the constructor of the project get their labour from the local community with 4.07 mean average, 34% moderately agree that local community were actively involved in decision making and identification of the project with 3.03 mean average, 43.3% moderately agree that local community are actively involved in financial contribution towards the project with 2.7 mean average while 44.7% disagree that it is the local community who supply the need material for the project construction with 2.24 mean average and finally 50% also disagree that it is the local community who decides the project location with a mean average of 2.18. 73% of the respondents also agreed there are other stakeholders involved in the project.

5.3 Discussion of the findings

The main findings are discussed following the objectives of the study.

5.3.1 Social factors

The results on social factors in Kilungu Sub-County showed that gender is an important factor in project sustainability. This is in agreement with World Bank notes on Gender Equality and Sustainable Development (2002) which noted that sustainable development of projects cannot be achieved without paying attention to gender –based differences. This is also in agreement by the office of gender in the United Nations (2001) which recognizes that sound development must be based on a clear assessment of the contributions of both men and women. The same office acknowledges that there have been evidence that gender differences and inequalities directly and indirectly affect the impact of development activities resulting to lack of sustainability. The findings also indicates that the level of education plays a key role in sustainability of community development of projects. This is in agreement with election Agenda 2017 and beyond (2016) which described education as an important tool for development.

5.3.2 Management factors

The findings of the management factors are discussed below. The study was able to find that managing people, their opinions and changes they request are important in community development projects for sustainability as it removes confusion and occasional conflicts in the project. The findings also confirm organisation structure as an important element in management as it gives a comprehensive picture of how the organisation functions and different levels of authority responsible for effective and efficient management. This concept is also agreed by Mugutu et al. (2013). However, it was noted that skilled and experienced management was much desired for the success of these projects.

5.3.3 Training factors

From the study it was revealed that there are benefits gotten from training on projects that includes proper usage, responsibility, importance and awareness about the project. These are very fundamental skills in the successful administration of any community projects so as to make them equally sustainable. The findings also indicated that through training the local community greatly influenced their perception towards the projects to achieve effective

performance as agreed by Wilson (2006). The findings further showed that through training local community were able to efficiently and effectively achieve the objectives of the organisation. The findings resonate with Chris Newton (2016) who argued that when people are trained resources are properly managed which contributes to achieving the objectives of the projects effectively and efficiently.

5.3.4 Community Participation

The study also showed that; player support has made sure that participants are actively involved in the planning and implementation of projects or through informal or formal training and awareness raising activities. Participation of stakeholders has helped them to clearly grasp and understand their roles. Participation of the target communities is important for the sustainability of rural community development projects, stakeholders influence and share control over development programs, and the decisions.

The findings have some similarities with those of Oakley and Marsden (2007) who argue that the support of stakeholders brings individuals, families, or communities together who undertake responsibility for their own welfare and build a capacity to promote to their own and the community's development. In terms of development, community participation means an active process in which beneficiaries influence the direction and execution of development initiatives rather than simply receiving a share of benefits of the initiative. The study established that project has positively transformed religion, family or wealth practices in the region. The project has also given room for the local communities' participation in development initiatives in the region. It has also has encouraged residents to take ownerships of their own community resources. Due to the initiative the security in the region has improved due to reduction of conflicts over natural resources. The initiative has also made better partnerships between the local community and the government or non-governmental organizations and that people from different tribes/cultures/clans in the region benefit from the initiative respectively. The findings are comparable to Roseland et al. (2005) who argued that project sustainability encompasses the participation of community in a collective decision-making process that meets the social, economic, cultural, environmental needs of the community. Sustainable community development encompasses development of a local and self-reliant economy that does not harm the communities' social welfare.

5.4 Conclusions

The following conclusions were made from the study; -

It was concluded that community development projects have positively transformed religion, family or wealth practices in the region. It has encouraged residents to take ownerships of their own community resources. Security has also improved in the region due to a decrease of conflicts over natural resources. Residents have also been encouraged to conserve available natural resources, and they have gained significant knowledge and technical skills from the project. It has also integrated people from different tribes, cultures and clans in the region, this has promoted the building of community pride and identity, facilitated upholding cultural customs along with promoting social networks amongst residents in the region.

It was also concluded that the development project managers responded effectively to concerns whenever raised. They were found to be effective. The study also discovered that there is sufficient technical expertise to manage the project, there is sufficient human resource for sustainability of the project, the community is satisfied with the overall management of the community development projects, risk management is satisfactory, management of projects has increased the alignment of development projects with host communities priorities, project managers have adequate and experience in management, there are clear and achievable estimates in the project schedule and budget, community based initiatives are complex and need comprehensive management skills, the leadership skills of the managers is satisfactory, and that advise about technical architecture was made available for the project.

It was further concluded that respondents agreed with the statements concerning training, with training local community were able to efficiently service the project in case of breakdown of the machines that the community were trained in modern technology to help to curb poor management and accountability of the project when implementation agencies pull out. Training greatly influenced the perception of local community towards the project. Local communities were well mobilized and trained to achieve ownership of the project when implementation agencies pull out.

It was concluded that most of the community members did not take part in the initiation of the community development projects. Thus, level of player's involvement in the community development projects was low which affected the sustainability of community development projects. The members took part in the initiation of community development projects when

they were consulted through a meeting, contribution of building materials and as leaders of the committees. This indicates that the player's participation was key in the implementation of the community development initiatives in the county. The involvement of the all the players is what determined the efficiency and sustainability of the community development projects. The players were participated in the community development projects by means of input of funds/other resources, through designing and in management of the operation of the rural community based projects.

5.5 Recommendations of the study

The following recommendations were made from the study; -

i. The project management should endeavor to embrace modern technology by means of better budgetary allocations.
ii. The government should employ stringent measures to counterpersons vandalizing the community project. This should be in addition coupled with improved security offered by the security agencies to reduce vandalism cases.
iii. The community development projects should be managed by highly competent personnel to increase its efficiency and sustainability.
iv. The level of player's participation in the project planning and implementation should be increased to enhance the sustainability of the community development projects in the county.

5.6 Suggestions for further studies

Since this study was on the factors influencing sustainability of rural community development projects in Kilungu sub-county, Makueni County, Kenya, the following suggestions for further studies were recommended:

i. A similar study should be done in Machakos County for purposes of comparison and to allow for generalization of findings on the factors influencing sustainability of rural community development projects
ii. Other studies should be conducted on the challenges facing the sustainability of rural community development projects in Kenya.
iii. A similar studies should be carried out on the role of women in improving the sustainability of rural community development projects in Kenya.

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APPENDICES

Appendix 1: Request letter for data collection

Jane Kailu Thomas
University of Nairobi,
P.o Box 30197- 00100,
Nairobi –Kenya.

31st March, 2017.

The Ministry of Gender and Social Services
Community Development Projects
Po Box 29053-00100
Nairobi

Dear Sir/Madam.

RE: REQUEST FOR DATA COLLECT

I am Jane Kailu Thomas, in the School of Distance and Continuing Learning, Department of Extra- Mural Studies, pursuing a Master of Arts Degree in Project Planning and Management.

Having done course work and project proposal, I would like to conduct a research on the factors influencing the sustainability of rural community development projects in Kilungu Sub-County of Makueni County. The focus of the study is community development projects which includes; water projects, health projects, education projects and agricultural projects. This will involve the senior project management, community Management committee and beneficiaries of the project.

I kindly seek your permission to carry out the research from the relevant respondents of the project. Questionnaires and interview guide will be used for data collection.

Find enclosed; an introductory letter from the University. Your assistance is highly valued.

Yours Faithfully,

…….

Jane Kailu Thomas

Reg / No. L50/76223/2014

Appendix 2: Introduction letter and participant's consent

Dear Respondents,

I am Jane Kailu Thomas, a Masters of Arts student at the University of Nairobi. I am carrying out a research and the purpose of this questionnaire is to gather information regarding the topic. The given information will be treated with confidentiality and will be used exclusively for the stipulated purpose. Therefore, you're kindly requested to respond to these questions.

Your participation will be highly appreciated

Thank you,

Yours faithfully,

Signature……..

Jane Kailu Thomas

PARTICIPANT'S CONSENT

I have read and clearly understood the contents of this document and voluntarily consent to participate in this study.

Respondent's signature……..Date……..

Appendix 3: Questionnaire for the respondents

Section A: Demographic Information

Instructions

Please tick in the relevant brackets and fill in the blank spaces

1. What is your gender? Please tick one
   Male ( ) Female ( )

2. Please put your age in years
18-25 ( ) 26-35 ( ) 36-45 ( ) 46-55 ( ) Above 55 ( )

3. What is your level of Education?
   Secondary ( ) Diploma ( ) Bachelor's ( ) Master's degree ( )
   Any other (Specify)

4. Which is your Economic Status?
   Employed ( ) Unemployed ( ) Self-employed ( ) Retired ( )

5. Are you a resident of the area?
   Yes ( ) No ( )
6. For how long have you been a residents of the area?
   Less than 10 yrs. 10-20ys 21-30yrs 31-40yrs 40 and above yrs
7. What is your marital status?
   Single ( ) married ( ) Divorced ( ) Separated ( )

Section B: **Factors Influencing Sustainability of Rural Community Development Projects**

a) Social factors (education, gender and marital status)

8. Please indicate your satisfaction with the role played by social factors (education, gender and marital status) on sustainability of community development project in Kilungu sub-county, as far as the following parameters are concerned. Use 1- Strongly disagree (SD) 2- Disagree (D) 3- Moderately Agree (MA)4- Agree (A)5- Strongly agree (SA)

Statements	SD	D	M	A	SA
Gender has high influence in the sustainability of community development projects					
Both gender were involved in community development for sustainability					
Government and other organisations have to integrate gender concerns into policies and programs to ensure sustainable development					
Staff working in development projects need to have skills to deal with women related issues in community development projects					
Education is an important tool for community development projects					
Education promotes dialogue, touches the human feelings and emotions to enable all people to meet their own needs and encourages problem –posing which affirms people as being in charge of their own development					
Marital status influences sustainability of community development projects					

9. Name at least two types of projects in your community

…….

…….

b) Management skill

10. Kindly indicate who manage the community project
    - An elected leader ( )
    - Headman ( )
    - Politician ( )
    - Committee ( )
11. Did the people responsible with management of the project responds adequately whenever concerns are raised?

Yes ( ) No ( )

12. Do the people appoint to manage the project are competent?

Yes ( ) No ( )

13. The following are some statements about Management factors (Planning, Organizational structure and Staffing) and sustainability of community development projects. Please tick your corresponding responses.

Statements	SD	D	M	A	SA
Management knowledge and skills are important factor in projects in enhancing sustainability					
Managing people, their opinions and the changes they requests are important in community development projects for sustainability					
Planning establishes the objectives and the purpose of the project					
Documenting lessons learnt and best practices in weekly or monthly bases is part of the plan and is important in monitoring and evaluation					
Organizational structure helps in the division of activities into manageable units where everyone knows who is to do what and who is responsible. It removes confusion and conflict in the projects or any work.					
Project managers have adequate and experience (task familiarity) in management					

c) Training

14. Have you ever participate in any training concerning community project?
Yes ( ) No ( )

If yes kindly indicate how you benefit from such training

15. The following are some statements about training factors and sustainability of community development projects. Please tick your corresponding responses.

	SD	D	M	A	SA
Local community were well mobilize and trained to achieved ownership of the project when implementation agencies pull out					
Training greatly influenced the perception of local community towards the project					
The community were trained in modern technology to help to curb poor management and accountability of the project when implementation agencies pull out					
Through training local community were able to efficiently service the project in case of breakdown of the machines used					

d) Community Participation

16. Have you ever participate in any community project?
Yes ( ) No ( )

If yes which area did you participate?

17. Did any stakeholder involved in the community project?
Yes ( ) No ( )

If yes in which way were they involved

18. Please indicate your satisfaction with the following statement about community participation on sustainable implementation of community project. Use 1- Strongly disagree (SD) 2- Disagree (D) 3- Moderately Agree (MA)4- Agree (A)5- Strongly agree (SA)

statement	**SD**	**D**	**M**	**A**	**SA**
Local community are actively involved in financial contribution towards the project					
It is the local community who decides the project location					
It is the local community who supply the need material for the project construction					
The constructor of the project get their labour from the local community					
Local community were actively involved in decision making and identification of the project					

Appendix 4: Interview guide

This interview guide is to be answered by senior managers of each of the four projects.

1. What is your role or position in this project and for how long have you served in this capacity?

2. What are the sources of funds for the projects?

3. Do you have any income generating activity for the projects, if yes mention a few.

And what other plans do you have in place for sustainability?

4. What level of education should one have to work in the project as a project manager?

5. How is the community members involved in the projects implementation?

6. How often do you carry out monitoring and evaluation for the projects?

7. Do you have other intended program for the future?

8. Are there some of the project which have been terminated and if so what are the reasons for termination.

9. Do you have a strategic plan for your projects?

If yes, how has it been utilized?

Appendix 5: Sample Size Table by Yamane (1967) from a given population

	Sample size (n) for Precision (e) of:			
Size of Population	**+/- 3%**	**+/- 5%**	**+/- 7%**	**+/- 10%**
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
Over 100,000	1,111	400	204	100

Assumption of normal approximation is poor (Yamane, 1967). The entire population should be sampled.

Appendix 6: Originality Report

Turnitin Originality Report

FACTORS INFLUENCING SUSTAINABILITY OF RURAL COMMUNITY DEVELOPMENT PROJECTS: A CASE OF KILUNGU SUB-COUNTY, MAKUENI COUNTY, KENYA by Kallu Jane Thomas

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