INFLUENCE OF COMMUNITY PARTICIPATION ON THE PERFORMANCE OF CHILD SPONSORSHIP DONOR FUNDED EDUCATION PROJECTS: A CASE OF WORLD VISION AREA PROGRAM IN WEST POKOT COUNTY, KENYA

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DECLARATION

I sincerely affirm that this research report is my original work and has not been submitted for degree award in any University

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DEDICATION

I dedicate this project to my dear wife Vicky and my adorable daughter Myra, for their emotional and moral support towards my study. More so, special dedication to my parents for their encouraging advice towards my endeavors

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ABBREVIATIONS AND ACRONYMS

CBO Community Based Organization

FBO Faith Based Organization

DFP Donor Funded Project

GDP Growth Domestic Product

KNBS Kenya National Bureau of Statistics

NGO Non-Governmental Organization

GOK Government of Kenya

SAP Structural Adjustment Program

UNEP United Nation Environment Program

WV World Vision

ABSTRACT

Community participation in many given projects that is being carried out has not been well structured and neither is it passed to the community or intended beneficiaries well. Moreover, structured project information is not properly passed to the community to fully capture the views of the project beneficiaries. It is against this backdrop that this study sought to investigate the influence of community participation on project performance of child sponsorship donor funded education projects, a case of World Vision Orwa Area Program in West Pokot County in Kenya. The study was be guided by the following objectives; to determine the extent to which community involvement in identifying projects influence the performance of child sponsorship World Vision education projects in West Pokot County, to establish how community involvement in project administration and finance influence the performance of child sponsorship World Vision education projects in West Pokot County, to determine the extent to which community participation in project communication influences the performance of child sponsorship World Vision education projects in West Pokot County and to establish how community participation in project monitoring and evaluation influences the performance of child sponsorship World Vision education projects in West Pokot County. This study engaged descriptive survey in the research study. The target population comprised of a total of 649 individuals. A sample size of 150 respondents was used in the study being drawn from 46 teachers, 4 World Vision West Pokot, 100 board members who were randomly selected from the 38 primary schools under the World Vision Orwa Area Program (AP). Structured questionnaires and interviews schedules were used to collect the data. The collected data was analyzed with the aid of statistical package for social sciences (SPSS) where both descriptive statistic and inferential statistics were used. The results showed that community participation in project identification significantly contributed to project performance being as expected to its fruition. It also showed that community participation in project administration significantly contributed to project performance. The findings of this study revealed that community participation in project communication significantly contributed to project performance and more so, community participation in project monitoring and evaluation significantly contributed to project performance project performance. The study concluded that community's participation in project communication does significantly contributed to project performance project performance same applied to community participation in project monitoring and evaluation. The study concludes that community's participation in project identification and planning are vital in project performance project performance. Also, community's participation in project administration and financing are critical too in project performance project performance. In addition, the community's participation in project communication significantly contributed to project performance project performance and that community's participation in monitoring and evaluation are important in project performance. This study recommends that project stakeholders or managers should inculcate the culture of community participation in; project identification and planning, project communication, project financing and administration and also in project monitoring and evaluation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

This chapter presents background information of the research study covering aspects on; underdevelopment and poverty status in Sub Saharan Africa, donor funded projects, donor support by donor agencies of projects in Africa with regard to community participation's influence on performance of donor funded education projects. More so, a critical look also at the continuous cyclic poverty challenge in Africa regardless of donor funded projects being implemented in the thematic areas.

Globally, under UNEP Millennium Report (2000), more than 2.8 billion people who are close to half of the world's population, living under less than $ 2/day, of which Sub Saharan Africa takes up a huge chunk of people living under poverty (whereby 522 million of whom live less than equivalent of $ 1/day); with poverty negatively affecting close to 43% of the populace. The report further observed that nearly 1 billion people are illiterate; more than 1 billion people do not have access to clean water; 840 million people go hungry or face food insecurity; a third of children are facing malnutrition. Also the World Bank Report (2010) characterizes poverty in developing countries as tangled in web of local situations combined with national and international circumstances.

Donor funded projects (DFPs) was defined by Gibson (2013), as those projects sponsored by external donations normally provided by international aid or development agencies. Also in support of Gibson, Hjertholm et al. (2011) donor funding has been termed as being either indirect or direct sponsorship by an external source for services or goods at significantly less costs than would rather be charged in the regular capitalist market. In Sub Saharan Africa, donor

funded projects are considered primary in terms of uplifting community economic development status. The way donor funding is spent or allocated to projects does play a crucial part in community economic development, thereby impacting poverty level at either way (positive or negative). This has supported by Clegg (2010), whereby in his finding he reiterated that despite of NGOs' increase in donor funded projects to the developing countries, especially Sub Saharan Africa region, the projects have failed to show any significance in the amount of indicators that aim to ease the levels of poverty. Other regions such as Latin America and Asia in the past forty years there have been some decline in the poverty levels. Yet Sub Saharan Africa there has been very minimal improvement (Economist, 2009).

According to Bamberger and Cheema (1990), they suggested on usefulness of community participation in any community development initiatives being a major contributing factor to a sustained development visa vi successful project performance at anyone given point. Burns and Taylor (2000) concurs that community participation which concerns engagement of individuals and communities in choices about things that influence their lives as crucial too, since any venture impacting the community's lives is important for anyone to have a stake in it.

It is for many years since past that donors have opted for projects as an approach towards carrying out their goals. Projects have played part as a backbone in trying to uplift the majority poor who are disadvantaged by poverty and its efforts. Lately, an approach of dealing with the majority poor on "top down" has been a disappointment to donor funders in their quest for the success in the projects being implemented. Kenya's economy is tied to donors, international capital and trade systems. This has been witnessed so through Kenya's sovereign debt to run the country standing at Kshs. 1.4 trillion (about half of the country's GDP) according to Warah (2014).

The administration of Kenya's legislature burns through 40% of its intermittent use on instruction Chunga, (2012); with International Aid organizations and other advancement accomplices subsidizing and supporting projects, for example, course book arrangement, ICT and foundation improvement to upgrade access, maintenance and great administration in training. Onsomu and Mujidi (2011) were of the feeling that in spite of the fact that the administration has tried to address difficulties in the instruction area, the circumstance isn't helpful without network interest as well.

World Vision International (WVI) is a Faith-Based Organization (FBO). Evangelical Christian humanitarian Aid, development and advocacy Organization dedicated to working with children, families and communities to overcome poverty and injustice. It was established in 1950 to care for the orphans in Asia, World Vision International has grown to embrace the larger issues of community development and advocacy for the poor in its mission to help children and their families build sustainable future including Kenya.

Education is one important area of World Vision's involvement with inclusive programming. World Vision believes that the "only way to ensure education for the children most likely to be excluded is to include them in mainstream education systems (UNAIDS 2004). An inclusive education system would meet the needs of all children by forming the education system around the child, rather than trying to fit the child into the education system. World Vision believes that inclusive education can be attained by prioritizing teacher training and including teachers with disabilities within the classroom and the community. It is also necessary to ensure that funding is directed towards education that includes children with disabilities, to recognize that all children can learn, and to work towards transforming education systems as a whole by having a harmonious relation with the benefiting communities where projects are situated.

1.2 Statement of the problem

Donor funding to developing countries forms crucial part in the case of attaining development to communities being directed to with the projects being implemented. Kenya being one of the recipients of donor funding of education projects, aims at improving the community's access/equity and quality. Past experience has shown that most donor funded projects fail to continue especially once support is withdrawn. According to Khwaja (2004), he adds that one of the reasons of project performance to its fruition is because of failure of integrating community participation.

Although lately the realization need for community participation in development matters has been echoed, little effort has been seen to bore fruit of project success (Botchway, 2001). More so, the participation culture in projects implementation has not been properly refined and the benefactors rarely get adequate information (Odhiambo and Taifa, 2009).

It is against this backdrop that this study seeks to investigate the influence of community participation on projectperformance of child sponsorship education donor funded project, a case of World VisionOrwa Area Program project in West Pokot County, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of community participation on performance ofchild sponsorship donor funded education projects, a case of World Vision Orwa Area Program project in West Pokot County, Kenya

1.4 Objectives of the study

This study was guided by the following objectives;

i. To determine the extent to which community participation in identifying projects influence the performance of child sponsorship World Vision education projects in West Pokot County

ii. To establish how community participation in project administration and finance influence the performance of child sponsorship World Vision education projects in West Pokot County

iii. To determine the extent to which community participation in project communication influences the performance of child sponsorship World Vision education projects in West Pokot County

iv. To establish how community participation in project monitoring and evaluation influences the performance of child sponsorship World Vision education projects in West Pokot County

1.5 Research questions

The study was guided by the following research questions;

i. To what extent has community participation in identifying projects influenced the performance of child sponsorship World Vision education projects in West Pokot County?

ii. To what extent has the community participation in project administration and finance influenced the performance of child sponsorship World Vision education projects in West Pokot County?

iii. What is the extent to which community participation in project communication influenced the performance of child sponsorship World Vision education projects in West Pokot County?

iv. How has the community participation in project monitoring and evaluation influenced the performance of child sponsorship World Vision education projects in West Pokot County?

1.6 Significance of the study

This study identified the influence of community participation on the performance of child sponsorship donor funded education projects in West Pokot County. This study is beneficial to the NGOs/FBOs/CSOs, donor funders or donor agencies and the donor recipients in identifying gaps and trying to address development where community projects are implemented.

The study is also beneficial to policy makers such as the National Government and County Government in relation to the way upon which community participation plays in relation with donors on implementing developmental. More so, in planning the study to be conducted can act as a guiding tool to various stakeholders interested in DFPs and the relevant communities.

Finally, the study is vital in the academia field, researchers in relation to studies conduction in addressing knowledge gap and literature reviews needed in future.

1.7 Basic assumptions of the study

The study conducted assumed that respondents targeted gave right information that the researcher intended to find out regarding to getting valid data. Also the researcher assumed that nothing changed significantly to influence variables under study upon completion of the intended study.

1.8 Limitations of the study

The study conducted faced limitations of resources and time. Since the researcher required ample time to make several rounds of site visits to the donor funded education projects in trying to

administer questionnaires. In trying to address these limitations, the researcher recruited three research assistants familiar with the area under study in the collection of data.

1.9 Delimitation of the study

The researcher conducted the study within the environs of West Pokot County, on seeking to investigate influence of community participation on implementation of education donor funded projects by World Vision. The study focused on the influence that community participation have on project identification, project administration and finance, project communication, monitoring and evaluation. It involved staff of World Vision and beneficiaries of donor funded projects.

1.10 Definitions of significant terms used in the study

Donor Funded Projects (DFPs): In this study DFPs means projects implemented with the help of donations externally through development agencies or international aid

Community: this refers to groups of people living within a shared geographical locality, having also shared objectives, sense of common obligation or interests, beliefs and shared benefits too. This study will be focusing on the Pokot community within West Pokot County where DFPs are implemented.

Education: Process of imparting knowledge acquisition, skills, beliefs, values or habit in an organized or non-organized manner

Project identification: this refers to selection in terms of prioritization of programs to be implemented

Performance: this refers to a situation where a project meets its objectives within the required schedule, budget or scope ultimately meeting the benefactors' needs

Child sponsorship: support given to primary school children from disadvantaged or poor family in enabling smooth learning. The sponsorship being pegged on school fees, learning materials and uniforms.

Community Based Projects: an initiative undertaken upon which membership is from the local community, the members are either registered or not, and they have stake in crucial decision making in the investment made.

Monitoring: this concept refers to having to watch or checking something over a given period of time observing changes being made or not as it develops

Evaluation: refers to worthiness of something after thinking of it carefully forming an opinion on the value or quality

CHAPTER TWO

LITERATURE REVIEW

2.1Introduction

This chapter reviewed already done studies relating to intended study covering on the aspects of; community participation in identifying and planning project, project administration and financing, project communication, project monitoring and evaluation and their influence in project on performance of donor funded projects.

2.2 Community participation and Project Identification and Planning

According to World Bank (1998), set up of a given project such as education-based ones, set up or improvement at a given point requires such venture furthermore, its locale of guardians, instructors and nearby pioneers meeting so as to distinguish and organize the issue at the school, set up explicit school enhancement targets and consenting to an activity plan. The most essential result in School Development Plan (PDE), isn't just its finishing yet in addition remarkably being procedure being inside the convenient endeavor. For example, interest, joint effort and collaboration among guardians and instructors in each dimension of undertaking improvement in addition to the profits of the understudies.

On planning of activities touching on community and its development, it vividly needs actual recognition of partners in a participatory procedure. This only in arranging and basic leadership but also reinforcing the idea of the venture, the procedure ranging from conductions of workshops, assemblies and neighborhoods having a stake in it. Nearby responsibility for advancement action is guaranteed, and the objective of creating successful executing associations is expressly perceived (Ingle, 2005). Also, as asserted by Bamberger & Cheema (1990), network contribution is an imperative factor for the maintainability of ventures as it is the veritable

association of nearby individuals as dynamic members and equivalent accomplices whose worries and experience are natural for the undertaking's prosperity. Network mindfulness and inclusion in task arranging and usage are essential components in the manageability of a venture.

As regarded in top-down approach advancement of executing project activities, it was not being mindful of majority of where projects are directed, but it was impossible to easily recognize or choose what to be considered suitable as the most felt need in terms of ranking such problem (Mulwa, 1998). In regard to needs identification at the planning stage of the project, group firstly identifies concrete proof and acknowledging adequately that there is need. The very community or group do have a one-off chance at the onset and extent throughout the project execution, thus bringing in sense of project ownership and overseeing it being successful till completion (Ford, 2003).

Ford (2003), contents that having the capacity to organize and rank the societal needs by order of priority, shows how the issue influences them and end results are. Society requires evaluating the alternatives accessible to them given their asset base. Participatory approach by group individuals is important once the issue is considered aggregately, before advancing in agreement. The venture plan is well to be executed when the financial plan, asset preparation, expected fulfillment date, outlining and cost of exercises and wrap assessment arrangement at the required point

The way an undertaking is carried out has significant impact overall in the sustainability plan. A typical example is by encouraging methodologies of participatory in nature, staying adaptable notwithstanding inescapable difficulties and having limit number of partners in the overseeing of the venture’s activities since it guarantees the intercessions lastly affecting the very group they serve helplessly. On International Fund for Agriculture Development (IFAD) Strategic

Framework 2007-2010 (IFAD, 2007) foundation's way to deal with usage, with an eye particularly towards guaranteeing venture supportability. The archive depicts IFAD's arrangements to enhance extend usage forms so as to guarantee that the normal net advantages won't just be kept up or surpassed over the life of the venture, however will be aided after the role out of the project.

More so, as indicated by Brown (2008) and IIRR (2012), interest of the group in undertakings requires distinguishing proof whereby arrangement and advancement of new values, state of mind, aptitudes and learning among the individuals and assemblies their ability as specialists of progress. Hence, certifiable interest is a need with a specific end goal to empower every constituent gathering of nearby group required at all phases of venture from configuration to assessment. 'Group to begin with, venture second' mediation approach is embraced by the undertakings to make group support more orderly and institutional. It is a managing rule where clear obligation and assignment division is made between the group and venture for work concentrated venture exercises. In addition, the group ventures out releasing its obligation and this is allowed as a precondition for the venture to dispatch its part.

Notably according to Adoum, Carol and Ingle (1991), planning and identification of projects with regard to community participation, Legal Framework Approach (LFA) as noted by World Bank is one of the successful arrangements for outlining, executing and assessment of project compelling activities. Since it is deemed valuable for management and venture activities, beginning if Sustainability Status also referred to as BOSS conditionally should be incorporated in the project soonest at Project Identification. Benchmarking is vital in need for corrections expressions, since it helps in bringing out the reality at present time. Every stage being fused as pointer in the benchmarks vividly for consideration of project sustainability being attained

2.3 Community participation and Project Administration and financing

Financing of education and its administrative work involves a multi prong approach for it to succeed regardless of the government, donor agencies or the community where the project is situated. According to Dos Santos (1999), it is important to have a clear understanding of; institutional, technical capability and political capability provides a sound base for community participation to be effective. Community participation in education requires a lot of stakeholders in it to be implemented fully for the success of the development to be felt. That is teachers, school staff, donor agencies and the government to be involved in school operation. More so, implementers of being required to have technical capabilities in carrying out active community participation in the need of a great range of school management, in addition to having financial management knowledge in overseeing of the funds and operation of schools for a successful performance of the project.

As indicated by World Bank (1995), as discovered in the Republic of Guinea; people group are the ones in charge of the upkeep of elementary schools and they get preparing and bolster under the undertakings through the delegate of neighborhood NGOs. The development of new school incorporates the foundation of an upkeep work at the school level which is under the help of the NGOs in charge of directing the development program. The undertaking funds preparing of school and network faculty in support and upkeep through the middle person of nearby NGOs. It incorporates all essential and lower auxiliary schools and the 17 bring down optional professional instruction and preparing foundations.

Notably too, communities are crucial forming part and parcel of school projects administration and financing. In the case of India under the “The District Education Project in India”, communities were involved in various forms in order to improve quality and access in primary education. Thereby the very communities participating in the selected stated established

school/community organizations. The established organizations being termed as village committees, parents-teachers-associations or school management committees; being expected to oversee the school's operations, conducting the annual surveys of village children in identification of school enrolment or drop outs. More so, encouraging parents to send to school and keep them there. The very states defining functions of communities and school organizations the need to improve education quality and accessibility; with a third of membership in education management goes to women. They proposed credit funds preparing, instructive materials, and consumable supplies for reinforcing network/school associations. The proposed credit accounts common attempts to fix and restore existing schools, introduce toilets, water supply, and power, hardware, expenses of power associations, and expert administrations and also reserves required amid the life of the venture for the upkeep everything being equal and gear given by the task. The credit additionally funds instructive materials, supplies, and advisor administrations to execute an assortment of mindfulness building exercises, including efforts, network gatherings, and fairs, so as to expand attention to the program and the advantages of networks and schools. Accentuation is given to the significance of keeping kids, particularly young ladies, planned position, and booked clan understudies in school.

In the event when a program is rolled out arranged or is in public domain and receiving positive support from the would-be benefiting populace, a more dedicated and manageability in the need to achieve its positive implementation and manageability will be dedicated at. Since individuals take interest at heart in the need to have such a venture to be successful. As opined by Chirwa (1998) also from Hassan and Oyebamiji (2012), the very group with interest have the energy to work towards accomplishing the task at hand by managing finances where possible, having role plays at administration or decision making with focus on the group interests.

The level of attachment within as group is considered to be important in the manageability of calculation of a group venture. According to World Bank (2003), this expression is regarded vividly to Rural Water Supply System (RWSS) in Morocco. Whereby, aggregate ability to keep up with water supply framework is subject to the idea of group personality.

As noted too in Armenia on Education Financing and Management Reform Project in 1997 promotion of community and parental participation in school funding and management, is considered to be driving one of objectives for reform management competency. With promotion of pilot school improvement program in partnership with donor agencies, it helps in implementation of policy for school autonomy channeling resources to schools, and community contributes 10% of the project cost being required, while the government contributing too with other donor partners (World Bank, 1997).

Anyanwu (1992); Abiona (2009), saw that contributions of benefactors in project, collectively brings about commitment in distinguishing felt need. The very community comes up with the required demand contingent cost ramifications in the venture. Subsidization not only guarantees the national investment, it also ensures majority being in rule of quality collaboration within the very group. Notably too is the improvement in manageability of group's advancements and enthusiasm being ensured where monetary assets have been directed.

2.4 Community Participation and Project Communication

Successful project performance cannot be devoid of community participation with regard to project communication, since communication helps in coordination, arrangement of overseeing programs and to contribute to institutional support. The communication enhances individuals being in a platform of having shared commonality belief in the sense of project ownership too.

In support of effectiveness of project communication and community participation being involved was on a study conducted by Heneveld and Craig (1996), it was perceived parent and network bolster as one of the key variables to decide school viability in Sub-Saharan Africa. They recognized further five classifications of parent and network bolster that are applicable to the locale: (1) kids come to class arranged to learn; (2) the network gives budgetary and material help to the school; (3) correspondence between the school, guardians, and network is visit; (4) the network has an important job in school administration; and (5) network individuals and guardians help with guidelines.

According to Gunatilake and Halwatura (2012), they found out that there are many considerations at play for successful completion of beneficiary participatory projects; with emphasis being on more sites visits by management staff, budgeting to the suitable site location. Their findings further extended to the management staff, payment procedure, meeting minutes being distributed on time and also recommendation of team building and working in partnership with project beneficiary parties.

From the investigation led by World Bank think about on social appraisal of EDUCO (Educación con Participación de la Comunidad), people group oversaw schools, in El Salvador (Pena, 1995) uncovers that despite the fact that the guardians esteemed training and had an inspirational frame of mind in regards to the educators, they were suspicious about the administration. This carefulness, joined with absence of correspondence, encouraged the dread that instruction would be privatized and guardians would need to pay for training administrations. Guardians are hopeful about the monetary estimation of training, yet their hopefulness diminishes when they are gotten some information about the job of instruction in their own lives. Besides, due to

guardians' overall absence of instruction and the manner in which the customary educational systems are organized, guardians and educators see their jobs as discrete from each other, without generous parental cooperation with instructors or association in the schools themselves.

In regard to African Development Bank (ADB)'s funding towards project on Rural Health, in the case of public interest just like many projects at public's stake it was realized that it took quite a while for first loan allocation to be effective. From sample conducted by project management unit under the Ministry of Health and National Treasury staff it was found out that inadequate knowledge in donor disbursement rules, longer time by borrower to fulfill precedent loan conditions, inadequate staff commitment to adherence of plans, inadequate coordination of roles and responsibilities, long communication levels in the organization and inadequate stakeholders' participation during earlier stages of project were some of the significant reasons that contributed to delay in loan effectiveness in donor projects in Kenya. Thus, it was at the tail end considered that for timely loan effectiveness, there is need to improve roles in project planning and management within projects and other relevant criteria in achievement of project goals and long-term expectations, thereby community participants need to communicated too through capacity building trainings (Khalividzi2015).

More so, Chikati (2009) opines that it is very vital to consider the commitments and decisions made by the people and the ventures being engaged in by participant can be achieved ultimately if effective communication is engaged fully during planning and onset going forward of the project activities; since it gives them sense of ownership and feeling and steering of the project to its timely completion and within set objectives.

2.5 Community Participation and Project Monitoring and Evaluation

According to World Bank (2004), donor agencies have got varied framework in regard to how project monitoring and evaluation are to be conducted. Typically, there are ten steps that lead to result based monitoring and evaluation. Participatory Monitoring, Evaluation, Reflection and Learning for Community-based Adaptation (CARE_PMERL, 2012).

According to Guijt and Gaventa (1998), they portrayed participatory monitoring and assessment (PM&E) as a procedure where essential partners (those influenced by the intercession) are dynamic members; lead the pack in following and gaining feeling of ground towards accomplishment of self-chose or together concurred comes about at the nearby level, and reaching noteworthy determinations. It goes past including essential partners in a procedure of "routine" M&E, for example, counseling them on markers and requesting that they give data or input on the outcomes. Here the accentuation of PM&E is on developing support, a procedure that is inherently connected to learning and strengthening. The adequacy (and maintainability) of such a procedure requires, to the point that it be inserted in a solid duty towards restorative activity by groups, extend administration and different partners.

Community based observing intercessions give empowers production of open administrations and fora for open support to enhance the responsibility of specialist organizations, governments and other open bodies to the networks they serve. As per Westhorp, Walker and Rogers (2013), it was discovered that a definitive point of observing and assessment through network interest persuade guardians to request better instruction and to spur schools to perform better. Enhanced school responsiveness may prompt enhanced instructor participation, showing quality, school the executives or asset distribution in the training division, which thus prompts enhanced learning results for youngsters.

Much comprehensive partner Community-based observing mediations are generally fixated on a data crusade either to advance consciousness of a current responsibility system or to give data about the present execution of instruction suppliers, frequently through report cards. The battle is now and then combined with limit building exercises, for example, giving checking apparatuses, preparing on the best way to screen administrations or preparing on the best way to survey a youngster's learning. Intercessions can include dynamic parental commitment through gatherings in schools or in the town (Banerjee et al. 2010) or less immediate methodologies, for example, paper or neighborhood TV crusades (Reinikka and Svensson 2007).

According to Kizlik (2010) post monitoring and progress assessment should be made by executive members of the projects by way of site visits, information verification and writing of periodic reports these reports should be made available to project team during their quarterly visits. During these visits, discussion sessions should be held with the community members to find out their difficulties and answer their questions. This is vital since the plain network individuals know their issues exceptionally well. They likewise know their individual characters, and the individuals who have the enthusiasm of the network. So also, network individuals are in a superior position to screen and guide their activities and resources, particularly the ones they imagined and set out upon.

In simultaneousness with Kizlik (2010) above are (Altschuld and Kumar (2010 and Gordon, 2004), whereby they all think about that toward the finish of specific years, a noteworthy assessment ought to be done by network individuals, venture groups, venture directors and the benefactor office. The assessment pointers ought to be together settled upon by real partners (that is, agents of the network, the contributor office and venture group. These oughts' to be contained in the Terms of Reference (TOR) for the whole assessment work out. AltSchool and Kumar

(2010) detailed that a portion of the pointers to be incorporated are: venture destinations (how far were they sought after); current quality of the network based tasks (CBP) as far as enrollment cooperation in network undertakings; recurrence of gatherings, and how such gatherings were led (in a participatory way or something else); dimension of ladies contribution in basic leadership; number of activities executed inside the five years through shared endeavors; and the effect of such tasks in the network.

Outstandingly too is the achievement seen in Community-based checking, since it enhances learning in a few settings. As was discovered by (Andrabi, Das and Khwaja 2013), where network-based checking activities have significant advantages on understudy test scores, yet that impacts fluctuate among settings and even inside a similar nation. In Kenya, Pakistan and two out of three Indian states, network-based checking activities generously enhanced youngsters' test scores in maths and dialect expressions (Andrabi, Das &Khwaja 2013). In any case, in different settings, programs had insignificant or even negative consequences for learning results. For instance, there was no impact of the Encouraging Participation in Sarva Shiksha Abhiyan program executed in Uttar Pradesh in India (Banerjee et al. 2010).

2.7 Theoretical framework

There are many views put forward in trying to explain participatory theory. Existence of participation theory can be traced back from 1960s in old Greece and colonial New England in trying to encourage the ‘outer’ support. . Cooperation speaks to a move from the worldwide, a spatial, best down procedures that at first overwhelmed most improvement activities to all the more locally touchy strategies (Story, 1999).

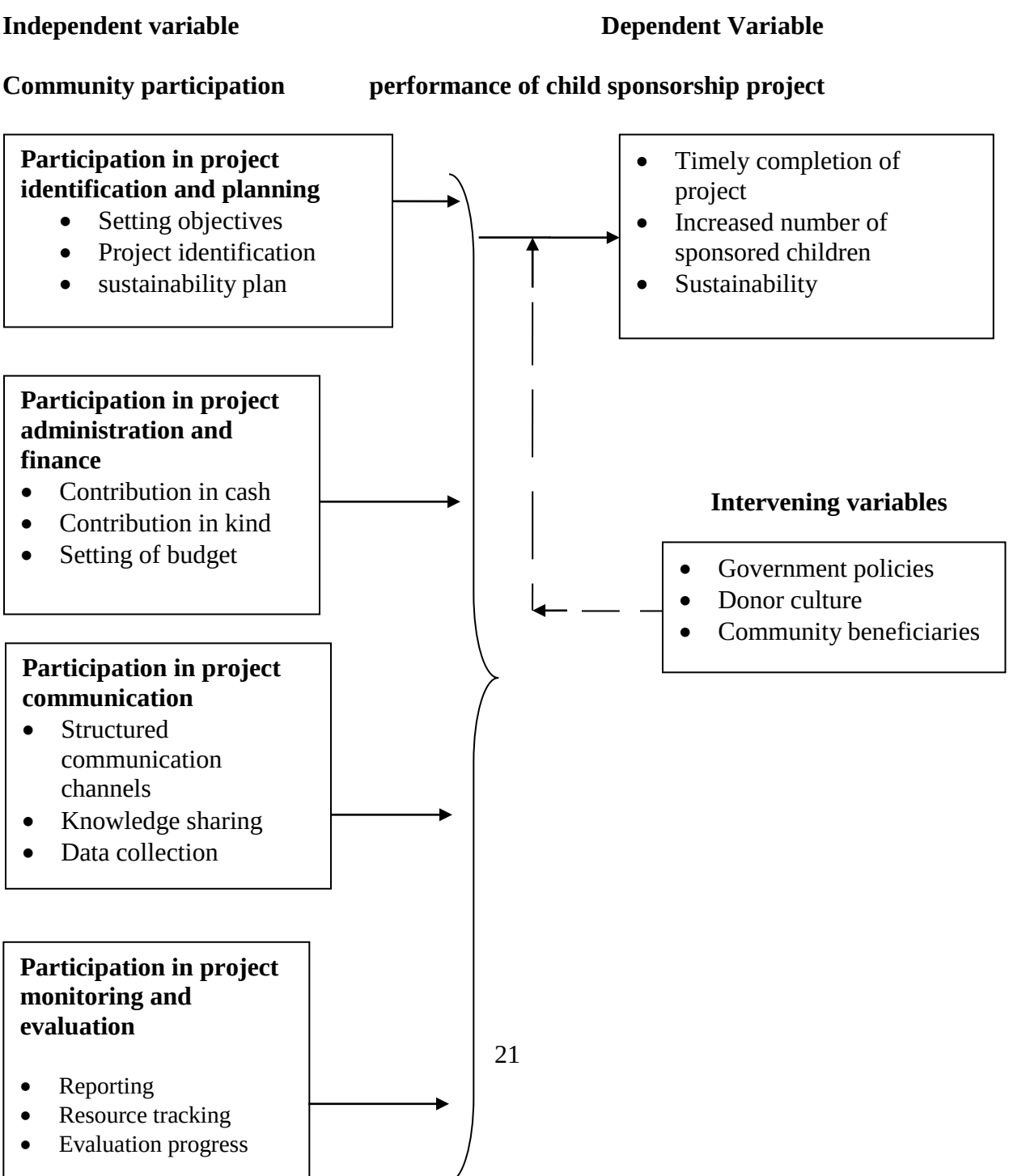
2.7.1 Roles Theory

This study based on Roles theory that was put forward by Merton (1975). Since it intends to explain the factors of the influence of public participation on development projects. Merton defines the people's roles for themselves as on social process and forms of expectations on their leaders in their participation or acting roles through balancing of decisions that public take upon themselves. Leaders influence the same process to the people they have around them and influence ultimate desired change.

This study therefore finds that Roles theory as applicable in explaining influence public participation in education projects geared towards societal development through donor funded projects. Limitation of the Roles theory is that of times hard explaining about the social deviance more so not explaining the exact or specified role of individuals. As further alluded by Das (1983) while applying Roles theory, it cannot explain why soldiers cut their hair short but able to predict high degree of accuracy and perspirations.

2.8 Conceptual framework

A conceptual framework is an estimated show distinguishing the ideas under study and their connections (Mugenda and Mugenda, 2003). It helps up in shaping of ideas under study; the indicators shaping project identification and planning include need analysis, project identification and project planning. Five indicators are used to measure participation in administration and financing. They include forms of financing, money, skills, labor, time and materials. Participation in communication is measured using four indicators. They include structured communication channels, knowledge sharing, information dissemination and data storage. Four indicators are used to measure participation in monitoring and evaluation. They include information gathering, information, monitoring progress and evaluating progress. This study is be guided by the following conceptual framework.


Independent variable
Dependent Variable
Community participation
performance of child sponsorship project
Participation in project identification and planning
Setting objectives
Project identification
sustainability plan
Timely completion of project
Increased number of sponsored children
Sustainability
Participation in project administration and finance
Contribution in cash
Contribution in kind
Setting of budget
Intervening variables
Government policies
Donor culture
Community beneficiaries
Participation in project communication
Structured communication channels
Knowledge sharing
Data collection
Participation in project monitoring and evaluation
Reporting
Resource tracking
Evaluation progress

Source: Author

Figure 2.1 Conceptual framework

2.9 Research Gaps

Various studies have diverse or mixed findings about the most appropriate approach to be used in usually does not consider community as important or keen in identifying their needs (Mulwa, 2008). At many times project planning and implementation tools used in management of projects such as logical framework tool are complex yet preferred by donor funders for project management to communities (World Bank, 2003). Scenario of Community being considered at the apex is not significant at most times, explaining why most government or donor funded projects fail to involve community in project financing or management roles provisions (Oyebamiji, 2012), yet community can be crucial in provision of material, time, labor or location of project where necessary.

Project communication or project monitoring and evaluation through knowledge gathering or information sharing allow project implementation checks and balances to be on the right trajectory path. Given point where community is not involved yet project managers are keen at selling out the project to the beneficiaries, such instances projects tend to fail. Thus tracking indicators in project while involving community, such project is considered highly to succeed in terms of positive performance (Kimweli, 2013).

Donor agencies have become influential through DFPs towards enabling communities developing. Success of DFPs implementation touching on community participation is limited in

terms of research in the area under study and no proposed topic of the intended study has been done in the area, thus researcher found knowledge gap and sought to explore the influence of community participation on performance of donor funded child sponsorship education projects by WV in West Pokot County in Kenya.

2.10 Summary of the literature review

This chapter dealt with literature review from different scholars, and from the literature review conducted, there is clear indication of community participation having vital role playing under DFPs in steering towards community development in education. This is so since the projects under their involvement being regarded effective and responsive to the very communities where it performed well if communities too are involved.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design and the method that was used in carrying out the study. It entails; study design, sampling size and sampling procedure, data collection tools and technique, data validity and reliability, data analysis and presentation of the results. It also covers on ethical perspectives that were observed throughout the research conduction and definition of variables.

3.2 Research design

According to Robson (2003), a research design can involve a combination of methods that effectively arrive at required data and obtaining relevant results. The research study involved use of descriptive survey whereby qualitative and quantitative methods were employed. This aided in showing clearly community's participation influence in project identification and planning, project administration and financing, project communication and project monitoring and evaluation. The researcher conducted a survey study deemed as necessary since it provided a vast broader picture that was easily narrowed down for relevant conclusion.

3.3 Target population

Target population refers to the intended individual/groups or objects that the researcher intended to get involved in research study in order to reach a generalized conclusion (Mugenda, 2003). This research study targeted a population of 449 school board members, 23 World Vision staff and 223 teachers and head-teachers benefiting from the education project in the 38 primary schools where World Vision education projects are implemented.

3.4 Sample size and sampling procedures

Sampling is the procedure a researcher uses to gather people, places or things to study. It is thus a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

Thus, as referred above, sampling procedure refers to the method upon which part of the population will be involved in research study. The procedure provides an avenue upon which the study can be generalized in the entire population. Random sampling was used to select the research respondents. Thus, in random sampling, each subject was considered equal. Meaning each respondent given equal participation in research without bias.

This research study was premised on Burns & Groove, (2001) where it defined sampling as the process of choosing units which to conduct research. Mugenda & Mugenda, (2003) recommended a sample size of 10-30% is for descriptive research design. Therefore in this study 20% of the project implementers or participants; the sample size comprised of 150 respondents being drawn from 46 teachers, 4 World Vision West Pokot, 100 board members who were randomly selected from the 38 primary schools under the World Vision Orwa Area Program (AP). As expounded by Role (2010) random sampling indicates that this method involves random selection of groups that exist therefore everybody has a chance of being selected to participate in research.

To obtain the participants from the population, the names of the possible participants was coded and given equal chance. The researcher wrote the codes in small pieces of paper fold them and placed them in a container. The researcher then made a simple random sampling by randomly handpicking the papers and those whose names coincided with the numbers picked were included in the study.

Table 3.1 Sample Size

Study group	**Target population**	**Sample size**	**Sampling procedures**
Head teachers/Teachers	223	46	Random sampling
Primary schools' boards of management	449	100	Random sampling
World Vision Staff	22	4	Random sampling
TOTAL	**694**	**150**	

3.5. Research instruments

According to Creswell (2003) research instruments forms crucial part of the gathering of information sought for study conduction. This research study engaged use of questionnaires and interview schedule. This study depended on both essential and auxiliary information of subjective and quantitative nature, where information was gathered utilizing semi/organized meetings.

3.5.1 Questionnaires

This study tool was developed by the researcher with the aid of the supervisor. This tool was a preferred one because it is simple to use and data being sampled within short period of time. The questionnaires employed were in the form of Likert scale directed to group and individuals taking part in the information gathering. Utilization of scaling was critical on the grounds that it

was both financially savvy and ability to cover vast area within a short time. The questionnaire was administered to community members while face-to-face interviews were conducted to seek information from project facilitators and World Vision project staff.

This study sought to partition questionnaire into four sub segments, named A, B, C, D and E. Section A based on data of demography foundation of the Community individuals; Section B was on project identification and planning; Section C was on community involvement in project administration and financing while section D was seeking information on project communication and Section E was seeking information on community involvement in project monitoring and evaluation.

3.5.2 Interview Schedule

This form of data collection involved presentation of verbal stimuli and reply in verbal responses (Kothari, 2003). This study employed the interview schedule whereby the interviewer retained all the control throughout the process. The interview schedule was meant for the Education experts. It enabled the researcher to collect information based on the objective of the study and balancing between quality and quantity of the data collected. More so, on the critical information that could be easily collected or written down.

3.6 Validity and Reliability of research instruments

It is recommended that prior to formulation of questionnaire and interview schedules, whereby the researcher has to reflect on the aim and objective of the study. This enabled the researcher to formulate questions which result in required accurate responses

3.6.1 Validity of the instrument

As per Mugenda and Mugenda (2003), legitimacy is the exactness and significance of derivations which depend on the examination results. It is the quality of determinations,

surmising or recommendations; a degree to which results acquired from the investigation of information really speaks to the wonder understanding. Legitimacy is "whether an instrument is estimating what is required to measure". So as to guarantee inward legitimacy of the examination, the factors were cautiously breaking down by guaranteeing that proper pointers are related with every factor and the required information gathered utilizing the suitable research instrument. For outer legitimacy fitting and agent tests were chosen for study which gave a confirmation to results to be summed up to the populace.

3.6.2 Reliability of the instrument

Reliability is the consistency and consistent quality of data gathering instruments against chance parts or natural conditions in estimation of the components (Trochim, 2006). Unwavering quality of the investigation results was guaranteed through triangulation where gathered information was affirmed through the different research instruments and related inquiries to be utilized in the examination. This guaranteed the aftereffects of the investigation are a genuine impression of the circumstance examined. The examination utilized Cronbach's Alpha coefficient, whereby assembled data was striven for internal consistency. A Cronbach Alpha of 0.841 demonstrated instrument security of measure transversely extra time.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.841	10

3.6 Data collection procedures

The researcher acquired permission from relevant authority in this case research endorsement letter from University and also permit for research authorization from National Commission for Science, Technology and Innovation to proceed for field study for data gathering to conduct the intended research study. The researcher was able to collect data immediately upon being given

permission to proceed with the research by employing various data collection tools (questionnaires and interview tools).

3.7 Data analysis techniques

Data was collected and analyzed through use of inferential and descriptive statistics; where descriptive was through use of tables, frequencies in interpreting from the filled-up questionnaires. The data obtained from the field was analyzed using statistical package for social science (SPSS) into meaningful information that could easily be analyzed for conclusions and recommendations. Descriptive statistics involved measures of central tendency such as mean, median and mode to describe the group of subjects. The researcher used Pearson's correlation model of inferential statistics to test the relationship between variables.

3.8 Ethical considerations

The researcher adhered to ethical considerations in conducting the research. This was through soliciting for explicit consent from the respondents and not against their own volition. The researcher ensured that the respondents were aware of the objectives and of the intended research contribution upon completion.

Another ethical consideration was that the researcher treated each respondent with decorum (Schutt, 2009), this was done so by researcher being candid in what research is all about and assuring the respondents of their confidentiality upon giving information concerning the research.

3.9 Operational definition of the variables

To achieve the objectives of the study, the researcher investigated influence of community participation on performance of child sponsorship education donor funded projects; the researcher administered specific questions for each objective as illustrated in table 3.3.

Table 3.3: Operational Definition of Variables

Variable	Type	Indicators	Type of Analysis	Scale of measurement
Participation in Identification and planning	Independent	- Need Analysis - Project Identification - Project planning	Descriptive statistics	-Percentage -Frequency
Participation in Administration and financing	Independent	-Money -Skills -Material -Labor	Descriptive statistics	-Percentage -Frequency
Participation in Project Communication	Independent	-structured communication channels -Knowledge sharing -Information Dissemination -Data Storage	Descriptive Statistics	-Percentage -Frequency
Participation in Project Monitoring and Evaluation	Independent	-Data gathering -Information sharing and utilization -Monitoring progress -Evaluating progress	Descriptive statistics	-Percentage -Frequency
Socio economic Development	Intervening	-Level of education -Occupation	Descriptive statistics	-Percentage -Frequency

Inferential Statistics				
Education Project Implementation	Dependent -Accessibility -Availability -Utilization		Descriptive statistics	-Percentage -Frequency

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter covers data analysis and presentation of research findings. Inclusive of questionnaire return rate and demographic information of the respondents. The chapter also presents descriptive data analysis results on community participation in project identification, administration and financing, communication, monitoring and evaluation. This chapter also presents descriptive results on education outcomes and it includes also presentation of results analysis results.

4.1. Questionnaire response rate

This study had sampled a sample size of 150 respondents. The researcher distributed 150 questionnaires to the respondents of which 150 questionnaires were fully filled and returned. This translated to a response rate of 100% of which according to Kothari (2010) it was sufficient to undertake the study.

4.2 Demographic information

The study sort to determine the general characteristics of the respondents who were participants in the study and the results represented in table 4.1.

Table 4.1: Demographic information

Gender of the respondents

	Frequency	Percent	Cumulative Percent

Male	74	49.3	49.3
Female	76	50.7	100.0
Total	150	100.0	

Age of the respondents

	Frequency	Percent	Cumulative Percent
<25 years	30	20.0	20.0
26-35 years	46	30.7	50.7
36-45years	30	20.0	70.7
46-55years	16	10.7	81.3
>55	28	18.7	100.0
Total	150	100.0	

Educational level of the respondents

	Frequency	Percent	Cumulative Percent
Diploma	58	38.7	38.7
Graduate degree	56	37.3	76.0
Postgraduate	36	24.0	100.0
Total	150	100.0	

Respondents occupation

	Frequency	Percent	Cumulative Percent
Head teacher/ Teachers	46	30.7	30.7
BOM	100	66.7	97.3
World Vision Staff	4	2.7	100.0
Total	150	100.0	

From table 4.1 the findings showed that 49.3% (74) of the total number of respondents were male while 50.7% (76) were female. The findings concluded that gender was well represented as it was within the 50% threshold of the study. The findings further looked at the age of the respondents of which it showed that 20.0% (30) of the respondents were aged below 25 years, 30.7% (46) were between the ages of 26 – 35 years, while 20.0% (30) of the respondents were aged between 36 – 45 years, another portion of 10.7% (16) was aged between 46 – 55 years while 18.7% (28) were over 55 years of age. The findings stipulated a smooth graphical inclusion in all the ages as these was necessary in understanding their varied opinion on the topic of study. The study further looked at the level of education of the respondents and it was discovered that majority of the respondents 38.7% (58) had diploma, followed by 37.3% (56) who had attained a degree while 24.0% (36) had a postgraduate degree. This was important as it provided an avenue of showing that the respondents were well informed of the various terms used in the study and the data collection tool. The study further looked at the occupation of the respondents within the area of study and it was noted that 66.7% (100) of the respondents were

board members of schools, 30.7% (46) were head teachers and teachers of schools within the area of study while 2.7% (4) were staff associated with World Vision Kenya. From the findings it was evident that all the target population was represented.

4.3. Community participation in Project Identification and Planning

The study sort to determine to what extent the community participation in project identification and planning influenced child sponsorship donor funded education projects provided by World Vision and the findings is presented in table 4.2.

Table 4.2: Community participation in Project Identification and Planning

Statement	Not at all		Little extent		Moderate extent		Great extent		Very great extent		Mean	Std. Dev
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
The extent which community is involved in setting objectives	64	42.7	60	40.0	18	12.0	8	5.3	-	-	1.800	0.854
The extent which community is involved in project identification	24	16.0	96	64.0	30	20.0	-	-	-	-	2.040	0.602
The extent which community is involved in project sustainability plan	16	10.7	82	54.7	48	32.0	4	2.7	-	-	2.267	0.603
To what extent has the community been incorporated in the project identification of projects relevant to child sponsorship.	12	8.0	84	56.0	40	26.7	14	9.3	0	0	2.373	0.767
Based on the need analysis of the projects deemed to be useful to the child sponsorship, to what extent has the relevant stakeholders been involved to categorize which projects are more important and why	22	14.7	88	58.7	22	14.7	14	9.3	4	2.7	2.267	0.920

they are important.												
To what extent has the community participation been utilized in ensuring the planning and execution of the approved project is done accurately based on the analysis provided.	48	32.0	60	40.0	36	24.0	6	4.0	0	0	2.000	0.854

From table 4.2 it was noted that 42.7% (64) of the respondents responded that there was no community involvement of the setting objectives for child sponsorship educational projects propagated by World Vision within their area while 40.0% (60) were of the view that there was little involvement of the community on setting objectives of these education programmes while 12.0% (18) agreed that there was moderate extent of community involvement on setting objectives of the child sponsorship education programs while 5.3% (8) were of the view that World Vision had gone to great extent of community involvement in the setting objectives of the education programmes within their areas. The findings showed that community involvement in the setting objectives of projects was being practiced on a smaller scale (Mean = 1.800) thus contributing to undesirable results within the communities of the areas where the educational programmes are being carried out (Std. = 0.854). These findings are in line with various scholars the likes of Ford (2003), who stated that, the contents that having the capacity to organize and rank the societal needs by order of priority, shows how the issue influences them. Society requires evaluating the alternatives accessible to them given their asset base. Further, he explained that with regard to setting objectives at the planning stage of the project, group firstly identifies concrete proof and acknowledging adequately that there is need. The very community or group do have a one off chance at the onset and extent throughout the project execution, thus bringing in sense of project ownership and overseeing it being successful till completion.

The study further looked at the extent of which community involvement in project identification of the child sponsorship educational projects propagated by World Vision. The findings showed that 16.0% (24) were not at all involved in the project identification of the educational projects. Further, it was noted that 64.0% (96) were of the view that there was little extent or efforts made to involve the community in the project identification while 20.0% (30) were of the view that

there was moderate extend of community involvement in the project identification of the educational projects sponsored by the donors within the area. The findings revealed that the identification of projects was a key element that needed the involvement of the community (Mean = 2.040) as these was an element that has the desired requirements and needs that needed to be addressed, however this was not the case (Std. = 0.603) as majority of the respondents revealed. The findings are supported by studies carried out World Bank (2005b), on the need of community participation on project identification as one of the successful arrangements for outlining, executing and assessment of project compelling activities. Since it is deemed valuable for management and venture activities, beginning of Sustainability Status also referred to as BOSS conditionally should be incorporated in the project soonest at Project Identification. Benchmarking is vital in need for corrections expressions, since it helps in bringing out the reality at present time. Every stage being fused as pointer in the benchmarks vividly points for consideration of project sustainability being attained.

The study also sorts to look at community involvement in the sustainability plan of the activities involved in the planning of the child sponsorship educational projects. The findings revealed that 10.7% (16) of the respondents was not involved while 54.7% (82) had revealed little extent in the sustainability plan, others 32.0% (48) noted of moderate extent of involvement of the community in the sustainability plan of the project while 2.7% (4) were of the view that there were great efforts in ensuring community involvement in the sustainability planning of child sponsorship programs by World Vision. The findings revealed that little involvement of the community was experienced during the sustainability planning of the various activities pertaining the child sponsorship activities (Mean = 2.267 and Std. = 0.603). The findings showed that the majority of the respondents were not involved in the sustainability planning phase as they would provide recommendations that would give the actual information that would be relevant in making various decisions. The findings concurred with studies done by Brown (2008) and IIRR (2012), who detailed that interest of group in undertakings requires distinguishing proof whereby arrangement and advancement of new values, state of mind, aptitudes and learning among the individuals and assemblies their ability as specialists of progress. Hence, certifiable interest is a need with a specific end goal to empower every constituent gathering of nearby group required at all phases of venture from configuration to assessment. 'Group to begin with, venture second' mediation approach is embraced by the undertakings to make group support more orderly and

institutional. It is a managing rule where clear obligation and assignment division is made between the group and venture for work concentrated venture exercises. In addition, the group ventures out releasing its obligation and this is allowed as a precondition for the venture to dispatch its part.

From the finding it can be seen that majority 56.0% (84) of the respondents argued that the little had been done to incorporate them in the identification of the educational projects. The findings showed that the community had not be incorporated in the identification of the projects as most of the projects were initiated without prior consultation from the community (Mean = 2.373, Std. dev = 0.767) as supported by the respondents in the study. Furthermore, it was argued that the level of involvement of the various stakeholders within the community was limited as majority of the respondents noted ability of the project implementers imposing projects that were not worthy of the cause as shown by (Mean = 2.267, std. dev. = 0.920). The study findings further revealed that most of the projects that were being carried had not achieved their objective due to the exclusion of the project beneficiaries as showed by majority of the respondents (Mean = 2.000, std. dev = 0.854)

4.4 Community participation in Project Administration and financing

This research study also sought to investigate community's participation in project administration and financing and the findings represented on table 4.3.

Table 4.3: Community participation in Project Administration and financing

Statement	Not at all		Little extent		Moderate extent		Great extent		Very great extent		Mean	Std. Dev
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
The extent which community is involved in cash contribution	124	82.7	26	17.3	0	0	0	0	0	0	1.1733	0.749
The extent which community contribute labor	8	5.3	94	62.7	28	18.7	16	10.7	4	2.7	2.427	0.854
The extent which	126	84.0	24	16.0	0	0	0	0	0	0	1.126	0.803

community contribute materials for the project												
The extent which community is involved in budget setting of the project	16	10.7	78	52.0	44	29.3	12	8.0	-	-	2.347	0.780
The required resources are provided on timely basis thus enhancing achievement of the set goals resulting into better usage of funds and other resources availed to the project	16	10.7	82	54.7	48	32.0	4	2.7	-	-	2.267	0.603
To what extent has the community been able to provide the required resources to ensure the proper implementation of the projects that are implemented within the area for the child	22	14.7	88	58.7	22	14.7	14	9.3	4	2.7	2.267	0.920

sponsorship?

From table 4.3 it was found that majority of the respondents 82.7% (124) were of the view that that the community does not contribute money for educational projects provided by World Vision. Although so, it was discovered that the organization footed educational activities (Mean = 1.1733, Std. = 0.749), a percentage of 17.3% (26) disapproved the argument. The study further looked at contribution of labour by the community and the findings revealed that the community actually provided to a little extent labour force for the educational projects enhanced by World Vision as supported by 62.7 (94 of the respondents) while 5.3% (8) disagreed with this view. The study further looks at what extent the community provided materials for the enablement of the educational projects. The findings revealed that majority of the parents 126 respondents (84%) do not at all contribute materials that were required for the enablement of the educational services as the results suggested (Mean=1.126and Sd=0.803). This proved that majority of the parent had limited input in the support of the educational projects provided by the organization. The study further looked at the extent to which the community participated in budget setting of child sponsorship educational programs. The findings revealed that those that participated in budget setting were few at 8% (12) while those that contributed little efforts were at 52% (78) while those that contributed no efforts at all were 10.7% (16). The findings showed that majority of the residents in the area did not put a lot of emphasis in participating in budget setting as attested by majority of the respondents (mean = 2.347 and Std. =0.780).

The discoveries were in accordance with concentrates done by World Bank (1995), as it was discovered that in the Republic of Guinea; people group were the ones in charge of the upkeep of grade schools and they get preparing and bolster under the ventures through the middle person of neighborhood NGOs. The development of new school incorporates the foundation of an upkeep work at the school level which is under the help of the NGOs in charge of managing the development program. The undertaking funds preparing of school and network faculty in support and upkeep through the go-between of neighborhood NGOs. It incorporates all essential and lower auxiliary schools and the 17 bring down optional professional instruction and preparing organizations. In the case of India under the “The District Education Project in India”, communities were involved in various forms in order to improve quality and access in primary education. Thereby the very communities participating in the selected stated established

school/community organizations. The established organizations being termed as village committees, parents-teachers-associations or school management committees; being expected to oversee the schools operations, conducting the annual surveys of village children in identification of school enrolment or drop outs. More so, encouraging parents to send to school and keep them there. This is supported further by the findings of Anyanwu (1992); Abiona (2009), who stated that contributions of benefactors in project, collectively brought about commitment in distinguishing felt need. The very community comes up with the required demand contingent cost ramifications in the venture. Subsidization not only guarantees the national investment, it also ensures majority being in rule of quality collaboration within the very group. Notably too is the improvement in manageability of group's advancements and enthusiasm being ensured where monetary assets have been directed.

4.5 Community Participation and Project Communication

The study looked at how project Community participation in project communication influenced performance of child sponsorship educational projects provided by World Vision and the findings reported in table 4.4

Table 4.4: Community participation and Project Communication

Statement	Not at all		Little extent		Moderate extent		Great extent		Very great extent		Mean	Std. Dev
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Extent which community is involved in structured communications channels of the project	12	8.0	84	56.0	40	26.7	14	9.3	0	0	2.373	0.767
Extent which community participates in knowledge sharing of the project	22	14.7	88	58.7	22	14.7	14	9.3	4	2.7	2.267	0.920
Extent which community is involved in information dissemination of the project	48	32.0	60	40.0	36	24.0	6	4.0	0	0	2.000	0.854

Extent which community is involved in data collection of the project activities	2	1.3	2	1.3	20	13.3	68	45.3	58	38.7	1.813	0.817
Community members have regular meetings to deliberate and find solution to enhance the workability and adoption of the projects being initiated and carried out within their areas	38	25.3	84	56.0	16	10.7	8	5.3	4	2.7	2.040	0.907
The community members have access to the various aspects of the projects of which they play advisory role to ensure that the needs of the whole community are incorporated within the projects deemed for them	8	5.3	94	62.7	28	18.7	16	10.7	4	2.7	2.427	0.854

From table 4.4 it was found that the respondents believed that there was little extent of communication channels in place that allow community participation in child sponsorship education program provided by WV as revealed by 56% (84) of the respondents while those that agreed that to a great extent there was availability of communication channels were 9.3% (14) while those who disagreed the view were 8.0% (12). The findings further showed that despite the availability of various channels of communications, a lot needed to be done as most of the people did not actualize the usage of these channels (Mean = 2.273 and Std. = 0.767) as proved by the

respondents in the study. The findings further showed that knowledge on the educational program provided by the organization were not shared by all the community members as there were those who were the major stakeholders that were majorly used as supported by (mean =2.267 and Std. = 0.920) of the respondents while 14.7% (22) of the respondents not agreeing to that view while 9.3% (14) of the respondents agreed that a lot had been done to communicate the educational programs to the relevant stakeholders. The study looked at the dissemination of information to the community of the educational program under child sponsorship and it was found that the extend of information dissemination was done but very minimal as supported by (Mean = 2.000 and Std. = 0.854) of the respondents while 32.0% (48) of the respondents refuted that claims and 4.0% (6) agreed fully that the community was given the relevant information about the educational programmes. The study further looked at the extent of storage of the information collected by the organization on child sponsorship educational projects for the sake and future use by the community and it was revealed that the information collected was actually stored as revealed by (mean = 1.813 and Std. = 0.817) of the respondents. These findings showed that the organization used this stored information for benchmarking efforts and to understand where the various issues were and what their current status was and how to enable proper working relationship with the community.

In the examination by Heneveld and Craig (1996), they bolstered of adequacy of venture correspondence and network cooperation being included was by study led perceived parent and network bolster as one of the key components to decide school viability in Sub-Saharan Africa. They recognized further five classifications of parent and network bolster that are applicable to the locale: (1) kids come to class arranged to learn; (2) the network gives budgetary and material help to the school; (3) correspondence between the school, guardians, and network is visit; (4) the network has a significant job in school administration; and (5) network individuals and guardians help with directions. Further studies by Gunatilake and Halwatura (2012) revealed that there are many considerations at play for successful completion of beneficiary participatory projects; with emphasis being on more sites visits by management staff, budgeting to the suitable site location. Their findings further extended to the management staff, payment procedure, meeting minutes being distributed on time and also recommendation of team building and working in partnership with project beneficiary parties.

4.6 Community Participation and Project Monitoring and Evaluation

The study was tasked into looking to what extent community participation in project monitoring and evaluation played on child sponsorship education projects and the findings represented in table 4.5.

Table 4.5: Community Participation and Project Monitoring and Evaluation

Statement	Not at all		Little extent		Moderate extent		Great extent		Very great extent		Mean	Std. Dev
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%		
Extent which community is involved in reporting of project activities	36	24.0	66	44.0	34	22.7	12	8.0	2	1.3	2.187	0.940
Extent which community is involved in tracking resources of project activities	30	20.0	60	40.0	40	26.7	16	10.7	4	2.7	2.360	1.009
Extent which community is involved in evaluating progress of project activities	38	25.3	84	56.0	16	10.7	8	5.3	4	2.7	2.040	0.907
There is evidence of consultation between the project team members and the various stakeholders in deciding what to be adopted in the various project phases thus achieving the set targets of the project	16	10.7	78	52.0	44	29.3	12	8.0	-	-	2.347	0.780
Community members are invited to give their opinion on the running of the project activities in which they are involved	12	8.0	84	56.0	40	26.7	14	9.3	0	0	2.373	0.767

From table 4.5 the findings of the study were tasked with analyzing to what extent the community took part in reporting project performance based on the child sponsorship project enhanced by World Vision and the findings revealed that majority of the community members shared the report but on a smaller scale (mean = 2.187 and Std. =0.940) as supported by the respondents. The study further looked at the extend which the community members took part in resource tracking for the educational program available and the findings revealed that 66.7% (100) of the respondents had done little or moderate extent of assisting in the tracking of resources, while 13.4% (20) had gone to great extents of tracking how the resources allocated were being used while 20.0% (30) did not do the tracking. These findings showed laxity within the community members (mean 2.360 and Std. = 1.009) in tracking how the resources were being used. This proved that if resources were misappropriated only a few people would know thus causing conflicts of interest within the community members. The findings further looked at the extent of which the community members engaged in the evaluation of the progress of the educational project provided and the findings showed that only a few were engaged in the evaluation process (mean = 2.040 and Std. = 0.907) of the respondents stated. The findings further showed that majority of the community members were reluctant in the evaluation process as they did not have the knowledge to know what was happening as they were never attending the initial meetings that were organized by the organization.

As indicated by concentrates done by Westhorp, Walker and Rogers (2013), network based observing intercessions give empowers making of open administrations and fora for open support to enhance the responsibility of specialist organizations, governments and other open bodies to the networks they serve. It was discovered that a definitive point of checking and assessment by means of network cooperation inspires guardians to request better instruction and to rouse schools to perform better. Enhanced school responsiveness may prompt enhanced educator participation, showing quality, school the board or asset distribution in the training area, which thus prompts enhanced learning results for kids. These discoveries were further in accordance with different researchers who were of the view that much comprehensive partner Community-based checking intercessions are generally fixated on a data crusade either to advance familiarity with a current responsibility instrument or to give data about the momentum execution of training suppliers, frequently through report cards. The battle is now and then

combined with limit building exercises, for example, giving checking devices, preparing on the best way to screen administrations or preparing on the most proficient method to survey a youngster's learning. Mediations can include dynamic parental commitment through gatherings in schools or in the town (Banerjee et al. 2010) or less immediate methodologies, for example, paper or neighborhood TV battles (Reinikka and Svensson 2007).

4.9 Spearman's ranking correlation

Based on the findings the study sort to establish which of the factors had the most influence and effects on educational outcomes and this was done using spearman's ranking correlation.

Table 4.6Correlation Statistics

Correlations

			Planning and identification	Project Administration and financing	Project Communication	Project Monitoring and Evaluation	Education Performance
Spearman's rho	Planning and identification	Correlation Coefficient	1.000	.628**	.634**	.797**	.688**
		Sig. (2-tailed)	.	.000	.000	.000	.000
		N	150	150	150	150	150
	Project Administration and financing	Correlation Coefficient	.628**	1.000	.448**	.650**	.507**
		Sig. (2-tailed)	.000	.	.000	.000	.000
		N	150	150	150	150	150
	Project Communication	Correlation Coefficient	.634**	.448**	1.000	.712**	.556**
		Sig. (2-tailed)	.000	.000	.	.000	.000
		N	150	150	150	150	150
	Project Monitoring and Evaluation	Correlation Coefficient	.797**	.650**	.712**	1.000	.697**
		Sig. (2-tailed)	.000	.000	.000	.	.000
		N	150	150	150	150	150
	Education Performance	Correlation Coefficient	.688**	.507**	.556**	.697**	1.000
		Sig. (2-tailed)	.000	.000	.000	.000	.

N	150	150	150	150	150

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

From table 4.6 it was found that project monitoring and evaluation was the most critical in the achievement of educational outcomes ($r=0.697$, $p<0.01$), planning and identification of the projects was second ($r=0.688$, $p<0.01$), project communication was third ($r=0.588$, $p<0.01$) while project administration and finance was the last ($r=0.507$, $p< 0.01$).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings, the discussions, conclusions of the study and recommendations and suggestions for further research. This study was carried out with main purpose of finding out the influence of community participation on the performance of child sponsorship donor funded education projects being carried out by World Vision in Orwa in West Pokot County.

5.2 Summary of the findings

This section presents key findings based on the objectives of the study. The objectives included to determine the extent to which community involvement in identifying and planning influence the performance of child sponsorship education project in Orwa in West Pokot County, to establish how community involvement in project administration and finance influence the performance of child sponsorship education project in Orwa in West Pokot County, to determine the extent which community participation in project communication influence the performance of child sponsorship education project in Orwa in West Pokot County; and to establish how community participation in projects monitoring and evaluation influences the performance of child sponsorship education project in Orwa in West Pokot County.

5.2.1 Community participation in Project Identification and Planning

This study found out that to a little extent to community participated in project identification and planning of child sponsorship education project provided by WV in West Pokot County. Further findings show that the lowest level of community involvement was at planning while at the objective setting, the community involvement increased in project identification. The finding are in agreement with Andrew (2010)'s findings who were of the view that participatory model of a given project or development, where community is involved either in project identification and planning; the community's skills are building blocks of development initiated. More so, the very community's actions stimulated by their own thinking and deliberations exert effective way of project performance.

5.2.2 Community participation in Project Administration and Financing

The study found that the administration of the project was left to the organization to run and the community members involved were limited in number thus making the project more organizational base more than community based. The study found out that the community does not contribute money for child sponsorship education project provided by WV, but the community contributed limited resources to the educational projects. Despite the scenario in this area it was found that the community members contributed labor when the need arises although it was not a hundred percent compliance but they tried to ensure that the projects ran without delays as it was a major booster to the support of child sponsorship of needy children in primary school where program is implemented. The findings agreeing with Chirwa (1998), who stated that community's participation, cannot only be monetary terms but also material and general cooperation in project activities. Such cooperation being witnessed through school boards of management taking part in making WV education projects implemented successfully.

5.2.3 Community participation in Project Communication

From the study conducted, findings show project communication that was structured as being conducted to a little extent, thus limited community members participation in child sponsorship education project being provided by WV. More so, little knowledge sharing of child sponsorship education project being provided by WV being shared with the community members. The findings however show that the data collected in the education projects being provided by WV being stored for the sake of community members being conducted to a greater extent, also the dissemination of the same information being shared with the community members to a little extent. The study findings confirm Chikati (2009) who stated that decisions made by people can only be realized if there is a structured or effective way of communication in the project being undertaken, since the very decisions are crucial in enabling steering of the project performance and sense of ownership too.

5.3.4Community Participation in Project Monitoring and Evaluation

The research study conducted show that although monitoring and evaluation being participated by community, it was noted to be in a little extent were the members involved in monitoring and evaluation. This was in terms of community taking part in reporting/tracking resources for

education project and being engaged in evaluating progress of child sponsorship education project provided by WV in West Pokot County, Evaluation of the projects was majorly done by the organization and the limited number of community members. This was a challenge in that the organization would not know where the problem was and how to handle it as the project was a community initiative that was made to enable and empower them. As noted from the findings, is in line with Khan (2003) who found out that effective participatory and regular Monitoring or Evaluating of projects in communities enables on improving transparency, lessons to be learnt, efficiency and development impacts.

5.4 Conclusions

Based from the findings, the researcher concludes that community participation is important for anyone given project. Participation of community in planning and project identification influences project performance. However, this has negative influence since increase in participation will lead to project performance being poor, notably being overspending and sustainability being at stake.

Community participation under administration and financing through cash contribution or kind has positive contribution. It leads to sharing of costs and use of the readily available local resources. This creates sense of ownership of project which is vital in project sustainability.

Involvement of community in project communication during the phases or project life cycle, not only does it contribute to project performance being seamless on sharing of project information, but also creates sense of ownership and creative collaborative participation in project performance.

Similarly, community participation in monitoring and evaluation has positive influence on project performance. Since the very community is able to hold the implementers accountable thereby enhancing efficiency in cost, time and assurance of the project sustainability.

From this study, it can be concluded that community participation though willing in project cycle, where more participation is during the initiation and implementation phases, while technicality input is less. Therefore, community should be empowered to participate effectively.

This is because community has less of technical skills needed in project cycles such as during planning, monitoring and evaluation.

5.5Recommendations

In views of the finding of the study, the researcher recommends the following.

Involvement of community participation in project is key and not only all but key stakeholders be given opportunity to take part in each phase of the project cycle as it is vivid that community participation influences performance of a given project. Participation should not only be isolated but considered as a link in all the phases of the project cycle and each community member as a role to play in the different cycles of the project life.

On the view of negative influence of community participation in the project phases that might impact the performance of the project negatively, training of the beneficiaries on core skills is it in planning and technical phases would assist a lot. Cases such technicality knowhow can be enhanced which would be vital for project phases.

Donors or the implementing agencies need to consider input of other stakeholders in regard to their intended projects to a given beneficiary. Since in most cases donors give beneficiaries their input and considering less demand of the intended beneficiaries. Furthermore, viewing community participation as time consuming but fail to realise that the very beneficiaries influence the performance of the project performance.

5.6 Suggestion for further studies

This study recommends that:

This study suggests further research to be conducted on investigating on how community participation influences other projects performance indicators other than (time, sustainability and cost) that were the scope under this study. The study also recommends an investigation into other factors influencing performance of a given project other than community participation. Lastly, this study suggests further research should be conducted by project managers and stakeholders on community participation in project monitoring and evaluation to make it more sensible to projects implementation.

5.7 Contribution to the body of knowledge

This study offers immense contribution to the body of knowledge by offering insight on the influence of Community participation on project performance. The study has established that community participation with regard to the phases of the project cycle does influence the performance of the project; and the participation enhances the role of not only sense of ownership in the carried-out project but also offers assurance of accountability and project acceptance thus enabling higher chances of project sustenance.

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APPENDICES

Appendix I: LETTER OF TRANSMITTAL

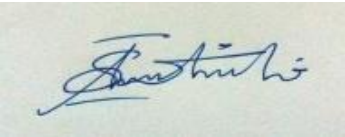
Dear Respondent,

My name is Isaac Psakit Kapelion, a student at the University of Nairobi. Registration number L50/89222/2016. I am undertaking research on the Influence of community participation on the performance of child sponsorship donor funded education projects: a case of world vision area program in west Pokot County, Kenya, as a partial fulfillment of the requirements for the award of the degree of Master of Arts in Project Planning and Management.

The tool used is divided into two parts; part A which is for demographic data and part B has sub sections of interest to the study. Your response will truly be helpful to the study, responses sought are purely for academic purpose and the information given will be treated with utmost confidentiality purposed for the study.

Thank you in advance for your cooperation.

Yours Faithfully,



Isaac Psakit Kapelion

Appendix II: Questionnaire

Instructions

Kindly write your answers by marking or ticking (√) in the blank spaces provided in the questionnaire where appropriate

Section A: Background information

1) What is your gender?

   Male [ ] Female [ ]

2) What is your age bracket?

   Below 25 years [ ]
   26-35 years [ ]
   36-45years [ ]
   46-55years [ ]
   Above 55 years [ ]

3) What is your highest academic level?

   O level [ ]
   Diploma [ ]
   Graduate degree [ ]
   Postgraduate [ ]
   Any other (specify) ……..

4) What is your occupation?

   Employed in the private sector [ ]
   Civil servant [ ]

Self employed [ ]

Unemployed [ ]

Any other (specify) …….

Section B: Project Identification and Planning

In the following table provided, kindly by use of rate scale of 1-5; where 1 is not at all and 5 to a very great extent the statements regarding to project Identification and Planning

Statement	Not at all	Little extent	Moderate extent	Great extent	Very great extent
5) To what extent was community involved in setting objectives for child sponsorship education projects provided by World Vision?					
6) To what extent was community involved in project identification for child sponsorship education projects provided by World Vision?					
7) To what extent was community involved in coming up with sustainability plan for child sponsorship education projects provided by World Vision?					

Section C: Project administration and financing

8) What forms of financing were available for the community members for child sponsorship education project provided by World Vision?

……

……

In the following table provided, kindly by use of rate scale of 1-5; where 1 is not at all and 5 to a very great extent the statements regarding to project administration and financing

Statement	Not at all	Little extent	Moderate extent	Great extent	Very great extent
9) To what extent were community members contributing moneyfor child sponsorship education projects provided by World Vision?					
10) To what extent was community members participate in labor contribution for child sponsorship education projects provided by World Vision?					
11) To what extent were community members involved or participate in materials contribution for child sponsorship education projects provided by World Vision?					
12) To what extent were community members involved or participate in budget setting for child sponsorship education projects provided by World Vision?					

Section D: Project Communication

In the following table provided, kindly by use of rate scale of 1-5; where 1 is not at all and 5 to a very great extent the statements regarding to Project Communication

Statement	Not at all	Little extent	Moderate extent	Great extent	Very great extent
13) Isthere structured communication channels that allow community members participate in child sponsorship education projects provided by World Vision?					
14) To what extent were community members participating in knowledge sharing of child sponsorship education projects provided by World Vision?					
15) To what extent was information of the child sponsorship project provided by World Vision disseminated to the community members?					
16) To what extent does community participate in data collectionof the child sponsorship project?					

Section E: Project Monitoring and Evaluation

In the following table provided, kindly by use of rate scale of 1-5; where 1 is not at all and 5 to a very great extent the statements regarding to project Monitoring and Evaluation

Statement	Not at all	Little extent	Moderate extent	Great extent	Very great extent
17) To what extent do community members take part in reporting of the child sponsorship project provided by World					

Vision?					
18) To what extent do community members take part in tracking resources of the child sponsorship project provided by World Vision?					
19) To what extent do community members take part in evaluating progress of the child sponsorship project provided by World Vision?					

Section F: Education Outcomes

In the following table provided, kindly by use of rate scale of 1-5; where 1 is not at all and 5 to a very great extent the statements regarding to education project outcomes

Statement	Not at all	Little extent	Moderate extent	Great extent	Very great extent
20) To what extent would you rate performance of education project provided by World Vision as accessible?					
21) To what extent would you rate performance of education project provided by World Vision as available?					
22) To what extent would you rate performance of education project provided by World Vision utilized?					

23) Are there other ways upon which participation by community in education project performance would be enhanced?

……..

!!Thank you for your participation!!

Appendix III: Interview schedule

The researcher will conduct an interview schedule guided by the following questions:

1) How were community members involved in the following areas of project identification and planning?
    a) Setting project objectives
    b) Project identification
    c) Sustainability plan
2) How were the community members involved in the following areas of project administration and financing?
    a) Contributing money
    b) Contributing labor
    c) Setting project budget
3) How was the community involved in the following areas of project communication?
    a) Structured communication channels
    b) Knowledge sharing
    c) Information dissemination
    d) Data storage
4) How was the community involved in the element monitoring and evaluation of project?
    a) Reporting

b) Tracking resources

c) Evaluating progress

5) How would you rate accessibility of education project that were provided by World Vision Project?

6) How would you rate availability of education project that were provided by World Vision Project?

7) How would you rate utilization of education project that were provided by World Vision Project?

INFLUENCE OF COMMUNITY PARTICIPATION ON THE PERFORMANCE OF CHILD SPONSORSHIP DONOR FUNDED EDUCATION PROJECTS: A CASE OF WORLD VISION AREA PROGRAM IN WEST POKOT COUNTY, KENYA

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