

**INFLUENCE OF COMMUNITY INVOLVEMENT ON THE
SUSTAINABILITY OF EDUCATION PROJECTS IN NAKURU
TOWN WEST SUB COUNTY, KENYA.**

BY

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DECLARATION

This research project is my original work and has not been submitted for a degree in any other university.

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DEDICATION

I dedicate this work to my wife Millie, dad Vincent and mum Ruth for their relentless efforts and motivation to make sure I become the best I could ever be.

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LIST OF ABBREVIATIONS/ACRONYMS

BIA	Bridge International Academies
CIP	Community Involvement Plan
EFA	Education for All
M/E	Monitoring and Evaluation
MIS	Management Information System
PM	Project Manager
RBT	Resource Based Theory
RBV	Resource-based view
RTD	Resource Dependence Theory
SPSS	Statistical Package for social Science

ABSTRACT

Community involvement is regarded as a rather difficult affair and is ineffectively addressed, or there is a lack of knowledge as to how to engage the community. This study sought to establish the influence of community involvement on the sustainability of community based education projects in Nakuru Town West Sub County. The study was based on four objectives: To examine the influence of community involvement in decision, to ascertain the influence of the community's capital contribution, to establish the influence of the involvement of the community in the project design and to examine the influence of community involvement in project monitoring and evaluation on the sustainability of education projects . The study hoped to reveal how Bridge international Academies (BIA), a chain of low cost private schools, ensures sustainability of the schools through local community involvement. The target population comprised a total of 1109 individuals that consist of the institutions directors, managers, staff and community members. Of this target, the researcher worked with a sample of 367 participants who were picked using simple random sampling. Structured questionnaires and interviews schedules were used to collect the data. Data was analysed with the aid of statistical package for social sciences (SPSS) where both descriptive statistic and Pearson correlation was performed. The findings of the study revealed that community involvement had an influence on the sustainability of education projects as indicted by decision making process $r=0.734$ $P(0.00) < \alpha(0.05)$, community involvement in capital contribution $r=0.692$, $p(0.00) < \alpha(0.05)$, community involvement in project design $r=0.762$, $p(0.00) < \alpha(0.05)$ and community involvement in monitoring and evaluation $r =0.707$, $p(0.00) < \alpha(0.05)$ all which had a positive strong correlation towards sustainability of the education projects. The study recommends need to actively engage communities in decision making process from conceptualization to implementation to ensure sustainability is achieved, need for community to work together with education planner to design suitable educational projects that can be used in schools establishment of a community committee involving all key stakeholders that can be charged with monitoring and evaluation of educational projects and finally formation of a charitable foundation that will be charged with capital generation for bright and need children at Bridge international academies.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Policymakers, educators, and others involved in education seek ways to utilize limited resources efficiently and effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality

Increasing amounts of research on this topic have been conducted since the late 1980s, and there are more and more resources becoming available. In preparing and implementing any efforts to promote community involvement in education, it is important to understand the whole picture of community participation: how it works; what forms are used; what benefits it can yield; and what we should expect in the process of carrying out the efforts. A deeper understanding of this issue is important since the link between community involvement and educational access and quality is not simple and involves various forms.

Community involvement should be used to generate not only ideas for projects planning and their implementation, but also ideas to further improve existing project features (Kizlik, 2010). Project sustainability can be facilitated and enhanced by finding out what the community needs, what will benefit the community, what has been tried in the past, and what could be done to improve past ideas (Roger, et al 1993). Witkin (2004) argued that community members, when given an opportunity to be informed and involved in the project process, are a critical factor to a project's success. In addition, community members may have special issues or concerns that, if incorporated into a project at the outset, may help to reduce the likelihood of challenges to risk assessment results, and potential remediation or revitalization plans.

Altschuld and Kumar (2010) argued that a community assessment is fundamental to the understanding of the community's needs, problems, distressed populations, and how the proposed revitalization will ultimately affect the community. Community assessment helps in understanding a community's priorities and vision, and a successful revitalization project will have responded to these priorities and visions (Kendie, 2002). Moreover, community assessment

helps project manager to get information about a community which can be useful in sustainability of the project such as the current jobs in the community, current family status, income, zoning, public transportation, educational backgrounds, cultural attributes of the community such as, local holidays and celebrations; well-known residents; community meetings; the roles of schools, churches, social and civic organizations and other institutions; the people who live and work in this community; languages spoken; the minority groups present and so on. Once the community assessment has been completed, a strategic plan can be developed to analyze all resources, assets, and planning efforts, to consider the community's vision and to set forth a path toward revitalization (Altschuld & Kumar, 2010)

Local community involvement was seen as one of the solutions to this problem of project sustainability. Not only would participatory approaches assist project sustainability but it was also argued that community involvement would make projects more efficient and effective (McGee, 2000). Since the 1980s, participation has been seen as an antidote to failure of development assistance, but it was in the 1990s that multilateral agencies such as World Bank placed greater emphases on stakeholder participation as a way to ensure development sustainability (Gonzales, 1998)

1.1.1 Educational projects in Nakuru West Sub County

In Kenya primary education is free, however school books, school uniforms (which are mandatory), chairs, desks and often building fees have to be paid for. Many disadvantaged families are unable to pay for such expenses, which unfortunately preclude many children from attending school and thus block their potential way out of poverty. Different organizations have come up with community educational projects to meet this gap by ensuring parents are able to access quality education at affordable costs. This study looked at two organizations that have managed to accomplish this task in Nakuru west Sub County; Bridge International academies and New Life Africa Schools.

Bridge International Academies

Bridge International Academies was established in 2007. It is a revolutionary international education company dedicated to making World-Class Quality primary education affordable to

the most impoverished communities in Africa, enabling every child to reach their full potential. The organization currently has 405 academies in Kenya and seven of which are in Nakuru West Sub County. The schools profitably deliver high-quality education for \$4 per child per month; enable local school managers to operate their school business profitably, while creating a high success business at the central level. Thanks to economies of scale, Bridge is able to charge just \$6 a month per pupil on average with academies reaching operational sustainability after just one year.

Bridge believes that one of the major factors to ensure sustainability of programs is the availability of funds, whether from governments, private institutions or the community. In this regard, community participation in the education projects cannot ensure the sustainability of schools by itself since communities often times have to rely on external funding to keep the program sustained. However, involving community is a way to ensure that the benefits brought by a development program will be maintained after the external interventions are stopped. Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to development programs that support the continuation of newly self-reliance communities.

Community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the project or program. In this regard Bridge International recruits and trains teachers and Academy managers from the local community who are given an opportunity to manage the institutions with the help of the organization's headquarters based in Nairobi and other community leaders.

New Life Africa School

New Life Africa School offers free schooling to 550 children and youth. Many of the students come from the streets or from the slum area, and several have neither parents nor any other relatives to pay the expenses for them to attend a public school.

The school consists of a nursery school with three class levels and class one to eight (primary school), which is completed with a final examination. At the school there is also an adult class, where with little or no former schooling can receive teaching despite age. All students at the

school receive two meals per day, which for some students is the only food they get in a day. All students are given school uniforms, shoes and school books etc. and as one of the only schools in Nakuru the students have computer classes.

Once completing class eight, some students are sponsored to attend secondary school and higher education. A point system is used to assess which students are to receive continued sponsorship, in order that only those who with certainty can make it through secondary school will get this opportunity. Most commonly, secondary and higher education in Kenya takes place in boarding schools. Having completed class eight at New Life Africa School, some youth will receive continued sponsorship to four years of secondary school and possibly higher education as well. A point system is used to assess which students are to receive continued sponsorship, in order that only those who are certain to make it through secondary school will get this opportunity.

1.2 Statement of the Problem

Community participation and involvement in a project is one of the key elements of action research. By proactively and systematically working towards improving the levels of involvement in the various stages of a project, the outcomes are more likely to suit local circumstances, ensure community 'ownership', and increase the sustainability of a project. However, developing and maintaining the participation of stakeholders can often be a challenge requiring various strategies and considerations.

Community involvement is regarded as a rather difficult affair and is ineffectively addressed, or there is a lack of knowledge as to how to engage the community. Either way, the results can be disastrous (that is, lack of community involvement can result in a loss of money and other resources, legal suits, disgruntled citizens giving negative to the media, non-acceptance of the project, and a non-sustainable projects we commonly refer to as white elephants). As long as choice-of-technology decisions are made by an outside agency, community demands cannot be met, even if such demands have been duly assessed (Narayan, 2005).

It is also important most community projects that are exclusively donor aided always accelerate donor dependency syndrome and a consumption mentality among their beneficiaries. Therefore most of the projects are unlikely to be sustained, more so when the donors funding is cut off.

The government, for so long try to involve the community in development process of their schools. Various researches have been conducted in relation to the community participation in other development such as building infrastructures such as roads, schools and health centers.

The study sought to determine how community participation influences the project sustainability by focus on how the community participates in decision making, capital contribution, monitoring and even evaluation.

1.3 Purpose of the Study

The purpose of the study was to determine the influence of local community involvement on the sustainability of education projects in Nakuru Town West Sub County, Kenya

1.4 Objectives

The following were the specific objectives of the study:

- i. To examine the influence of community involvement in decision making on sustainability of education projects in Nakuru Town West Sub County.
- ii. To ascertain the influence of the community's capital contribution on the sustainability of education projects in Nakuru Town West Sub County.
- iii. To establish the influence of the involvement of the community in the project design on projects sustainability in Nakuru Town West Sub County
- iv. To examine the influence of community involvement in project monitoring and evaluation on the sustainability of education projects in Nakuru Town West sub County.

1.5 Research Questions

The following were the research questions to be answered:

- i. How does community involvement in decision making influence sustainability of education projects in Nakuru Town West sub county?

- ii. To what extent does community's capital contribution influence the sustainability of education projects in Nakuru Town West Sub County?
- iii. How does community involvement in project design influence sustainability of education projects in Nakuru Town West Sub County?
- iv. To what extent does community involvement in monitoring and evaluation influence the sustainability of education projects in Nakuru Town West Sub County?

1.6 Significance of the Study

The findings of this study could be important in many ways:

Project managers would be made aware of the importance of involving the community in the planning of education projects.

The frequency with which community based education projects fail could be reduced as the project managers can learn the importance of involving the community in project planning.

The goals of subsequent projects could be understood and clearly defined as this project could inform the projects management within the Nakuru County.

The findings of this study may provide important information and knowledge that influences policy and reforms for enhancing sustainability pertaining education projects. In this case it can be of importance to the government institutions initiating and supporting community based education projects in rural setting.

This research could also benefit other researchers in the same field with new insight to support their arguments and hence improve knowledge base

1.7 Delimitation of the Study

The study hoped to reveal how Bridge international Academies (BIA), a chain of low cost private schools, ensures sustainability of the schools through local community involvement in Nakuru Town west Sub County, Kenya. The target population comprised of a total of 1109 people that consisted of the institutions' directors, managers, staff and community members. Of

this target, the researcher worked with a sample of 367 participants who were picked using simple random sampling technique. Structured questionnaires were used to collect the data. Using both descriptive and Pearson correlation statistics, the data was analysed with the aid of statistical package for social sciences (SPSS version 2.0).

1.8 Limitations of the Study

The study had certain limitations because it depended on the co-operation of the respondents. The researcher did not have control over the attitudes of the respondents which could affect the validity of the responses. The respondents might have given the socially acceptable answers to avoid offending the researcher, but not honest. The responses provided in the study could also be affected by wrong interpretation by the respondents and therefore affected the validity and reliability of the study.

To overcome these limitations the researcher used well-constructed data collecting instruments to avoid ambiguity. The purpose of the study was also stated at the beginning of every questionnaire and verbally explained to assure them that their responses serve no other purpose except for the study

1.9 Assumptions of the Study

The researcher assumed that four factors considered in this study were the core areas where communities were involved in ensuring sustainability of education projects. The researcher also assumed that the sample selected was representative of entire population under study. The sample cut across all cadres of project management and stakeholders.

1.10 Definitions of Significant Terms

Community: Refers to a group of people in a particular society with unique characteristics and benefits from various projects undertaken

Community based projects: These are projects undertaken with and for the community and are addressing their interest, local needs and aspirations. These are projects where the local people play an active role in them.

Sustainability: The continuing ability of a project to meet the needs of its community and embraces the concept of doing this beyond the time of donor agency involvement.

Project: A project is a temporally endeavor which is usually within the constraints of resources and undertaken as a unique function.

Monitoring: This the continuous assessment of a project from its beginning to the end to make sure that various milestones are achieved as projected and if not remedies are sought earl enough.

Evaluation: This is the systematic and objective assessment of an on-going or completed project, program, or policy, including its design, implementation, and results.

Community Education projects: These are projects undertaken by different institutions in collaboration with the community organizations to respond to the learning needs of the community.

Decision making: This is the thought process of selecting a logical choice from the available options.

Capital contribution: This is a contribution of capital, in the form of money or property, to a business by an owner, partner, or shareholder. The contribution increases the owner's equity interest in the business.

1.11 Organization of the Study

The study consists of five chapters. Chapter one contains the background of the study, research objectives, questions and the purpose for conducting this study, the significance of the study, the limitations, delimitation, and assumptions of the study and definition of key and relevant terms. Chapter two is a review of literature based on the objectives of the study and lastly conceptual framework. Chapter three focuses on the methods of carrying out research. It outlines the research design, target population, sampling procedure, methods of data collection, and validity of instruments, reliability of instruments, methods of data analysis, ethical issues and operational definition of variables. Chapter four covers data presentation, analysis and interpretation. Chapter five focuses on the summary of findings, discussion of the findings, conclusions, recommendations and lastly suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers contributions from other scholars on influence of community involvement on the sustainability of projects in Kenya and more particularly to education projects. The chapter is structured into theoretical review, conceptual framework, empirical review, critique of literature and finally the knowledge gap that the study aimed to bridge.

2.2 Theoretical Review

This section presents relevant theories that this study was based on. This study is built upon certain theories that have much links with sustainability in organizations. The most outstanding ones that have found much application in sustainability include Resource Based Theory (RBT), Resource Dependence Theory (RTD) and Complexity Theory (CT).

Despite the fact that community based projects are classified as non-profit making organizations, they still remain economic institutions in that they use society's scarce resources (land, labor and capital) to produce goods and services of value. These organizations have operating costs, impose costs on society to the extent that they use contributions and voluntary services to provide superior value to society and need a reliable flow of revenue to finance their mission and be financially sustainable.

2.2.1 Resource Based Theory

From resource-based view, resources are important unit of analysis to understand a firm's strategy. These resources develop organizational capabilities; heterogeneity and immobility of these resources define an organization's competitive advantage in an industry; sustained competitive advantage reward superior economic and financial performance. The currently dominant view of business strategy resource-based theory or resource-based view (RBV) of firms is based on the concept of economic rent and the view of the company as a collection of capabilities. This view of strategy has a coherence and integrative role that places it well ahead of other mechanisms of strategic decision making (Kay, 2005).

The resource-based view (RBV) offers critical and fundamental insights into why firms with valuable, rare, inimitable, and well organized resources may enjoy superior performance (Barney, 1995). Its current prominence is reflected not only by its dominance in the academic journals, by its inclusion in leading strategic texts which warrants the conclusion that it is widely taught to students and practitioners in undergraduate, masters' and executive programs.

Building on the RBV, Hoopes, Madsen and Walker (2003) suggest a more expansive discussion of sustained differences among firms and develop a broad theory of competitive heterogeneity. The RBV seems to assume what it seeks to explain. This dilutes its explanatory power. For example, one might argue that the RBV defines, rather than hypothesizes, that sustained performance differences are the result of variation in resources and capabilities across firms. The difference is subtle, but it frustrates understanding the Resource Based View's possible contributions (Hoopes et al., 2003). The Resource Based View's lack of clarity regarding its core premise and its lack of any clear boundary impedes fruitful debate. Given the theory's lack of specificity, one can invoke the definition-based or hypothesis-based logic any time. Again, we argue that resources are but one potential source of competitive heterogeneity. Competitive heterogeneity can obtain for reasons other than sticky resources (or capabilities) (Hoopes et al. 2003). Competitive heterogeneity refers to enduring and systematic performance differences among close competitors.

The RBV uses firms' internal characteristics to explain firms' heterogeneity in strategy and performance. A firm is an organized, unique set of factors known as resources and capabilities, and RBV theory cites two related sources of advantages: resources and capabilities. Resources are a firm's accumulated assets, including anything the firm can use to create, produce, and/or offer its products to a market. Resources are eligible for legal protection (as such, firms can exercise property rights over them; Amit & Schoemaker, 1993); can operate independently of firm members (Camisón, 2005); and intervene as factors in the production process to convert input into output that satisfies needs (Grant, 1991).

In this study, since resources develop organizational capabilities; heterogeneity and immobility of these resources define an organization's competitive advantage in an industry; sustained competitive advantage reward superior economic and financial performance, the researchers seeks to establish whether the community based project had enough resources that will offer

them sustainability. Further, it will seek to unearth factors that hinder these community based projects to gain enough resources that help them gain sustainability.

2.2.2 Resource Dependence Theory (RDT)

Resource Dependence Theory (RDT) is based upon how the external resource of organizations affects the behavior of the organization. The theory is based upon the following tenets: Organizations are dependent on resources, these resources ultimately originate from the environment of organizations, the environment to a considerable extent contains other organizations, the resources one organization needs are thus often in the hand of other organizations, resources are a basis of power, legally independent organizations can therefore be dependent on each other (Pfeffer& Salancik 1978).

In as much as organizations are inter-dependent, the theory of Resource Dependence needs a closer examination. Its very weakness lies in its very assertions of dependence. With changing trends of financial uncertainties, there is need to lean towards other theories of uncertainties. According to this theory, organization depends on resources for their survival; therefore, for any organization to achieve sustainability, resources are indispensable. For community based projects to achieve sustainability, resources are important. These resources will come in the form of human resource – therefore the need to involve all the stakeholders in the project for sustainability, other resources of land and finances.

2.2.3 Complexity Theory (CT)

Complexity theory, which is the study of nonlinear dynamic systems promises to be a useful conceptual framework that reconciles the essential unpredictability of industries with the emergence of distinctive patterns. Despite the fact that the theory was originally developed in the context of physical and biological sciences, today it has found applications in social, ecological and economic systems which also tend to be characterized by nonlinear relationships and complex interactions that evolve dynamically over time (Kiel &Elliott, 1996).

During the 1990s, there was an explosion of interest in complexity as it relates to organizations and strategy. The theory suggests that simple deterministic functions can give rise to highly complex and often unpredictable behavior. Thus, applying this theory in strategic planning presupposes flexibility on the part of an organization. Any strategic planning should be done in

such a manner that it accommodates the “unexpected”. Thus organizations would not only depend on others but devise alternative strategies to counter the unexpected. The two theories (resource dependency and complexity theories) thus fit well in the current study, but not one without the other. Community based projects need a merger of these theories in strategic financial planning to acquire sustainability.

2.3 Empirical Review

This section reviews the past studies in relation to the variables of the study including: community involvement in decision making, community involvement in project design, community capital contribution and project monitoring.

2.3.1 Influence of Decision Making on Community Participation in Development Projects

Public involvement is a process for involving the public in the decision making of an organization (Becker, 1997). Participation actually brings the public into the decision-making process. White (1989) stressed community involvement in management of marine protected areas.

Recent decades have seen a dramatic increase in public participation in decision-making conducted by government agencies. This increase has been driven both by citizens who demand a greater role in shaping the decisions that affect their well-being, and by agencies that recognize the benefits of involving citizens in their decision making processes. It is now widely believed that members of the public should participate in decision making (Webler et al., 2001), and there are many laws, regulations, and policies that call for public participation in environmental decision-making (ELI, 1999). Evidence suggests that involving stakeholders results in better quality decisions (Beierle & Cayford, 2002). The forms and processes of public participation in decision-making by government agencies are highly variable. There is a rich literature of case studies that describe these many forms and processes, assess their relative merits, and provide insights about what works and what doesn't (see for example Beierle, 2000; Conley and Moote, 2003; Chess and Purcell, 1999; Renn et al., 1995; Zarger, 2003 for reviews). Agencies now have much to guide them in developing education public participation programs that can meet their needs and circumstances.

Community dissatisfaction with agency characterizations of risk and managements' decisions in relation to management of resources has created public demand for more community involvement in decision-making about these institutions (Ashford and Rest, 1999). Many people argue for the importance of involving the public in the process of gathering scientific data for risk assessment, and in making decisions about managing education institutions. These advocates see public participation as a basic human right. They also believe that participation can help increase trust in government, and in the legitimacy, credibility, and acceptability of risk management decisions (Charnley, 2000; Folk, 1991; Rowe &Frewer, 2000). Public participation also contributes valuable local knowledge and experience that supplements that of 'technical experts', aiding in the ecological risk assessment process, and in more effective risk management decisions (Goldstein et al., 2000). However, other people criticize the public participation process, asserting that it increases rather than decreases conflict between agencies and the public, increases rather than decreases the costs of making and implementing policy decisions, and is unduly time consuming (English, 1996).

In addition, some people believe that involvement processes are counter-democratic, claiming that they increase the influence of special interest groups. Moreover, some people believe that decisions involving complex technical and scientific issues should be made by experts, viewing members of the general public as being unqualified to address them, and too emotionally involved in the problems to be solved (Folk, 1991).

In light of these kinds of concerns, agency managers may only support public participation programs if it can be demonstrated through evaluation that they are useful for improving decisions or reducing conflicts, and worth the commitment of resources. Evaluation is also the best way to learn how public participation programs can become more effective. Furthermore, evaluation makes it possible to see how well government policies regarding public participation correspond to government practices for involving citizens in environmental decision-making.

The requirement of decision making applies to all parties involved in the project, such as project management, external organizers, and traditional leaders, as well as any emergent leadership from the ranks of the poor and the disadvantaged (Adnan, Barrett, Alam, & Brustinow, 1992).

The authors also note that the agencies involved in project management and implementation are procedurally and periodically answerable to the people in the project area, as well as the citizens of the country in general. All people should be aware of their roles in the project and the planning of activities of the project. Accountability of concerned community members must be ensured, particularly after the decision is taken.

Participation plays a major role in people's management of their own affairs. Ownership and control of resources have a profound impact on participation in development projects (Mathbor, 1990b). Ferrer (1988) emphasized four areas to be worked toward in a participatory coastal resource management program: greater economic and social equality, better access to services for all, greater participation in decision making, and deeper involvement in the organizing process resulting from the empowerment of people.

2.3.2 Community Involvement in Project Design

Setting goals means deciding what one wants and being aware that one's behavior helps one to reach the goals (Moss, 2011). According to D'Souza (2004) people who get what they want do so because they have clear goals and develop plans and schedules to achieve the goals. They assume personal responsibility for implementing these plans. Goals give directions to what one is involved in goals promote enthusiasm. Inherent in any goal setting is some level of efforts required to achieve it. Fenolla, Roman and Cuetas (2007) consented that setting individual and collective goals in class would imply that one is aware of the way; hence it is easier to go the way that leads to performance.

Fulgham and Shaughnessy (2008) suggested community involvement in project design can result to different types of project success: Attitudinal success most likely when the project creates or enhances social capital (Social capital), when communities participate in project initiation, establishment, and daily management (Participation), and when benefits are equitably distributed

without elite capture (Equity); behavioral success most likely when the project invests in building capacity of local individuals and institutions (Capacity); ecological success most likely when the project engages positively with cultural traditions and governance institutions (Engagement), builds capacity in communities (Capacity), and when communities participate in project initiation, establishment, and daily management (Participation) and economic success most likely when the project invests in capacity building (Capacity).

According to Gordon (2004) community involvement plan (CIP) is designed to meet the following goals: provide the public with accurate, timely, and understandable information and/or access to the information needed to understand the project as it moves forward; provide the public with the opportunity to give informed and meaningful input; ensure adequate time and opportunity for the public to provide input and for that input to be considered; respect and give full consideration to community input; and assist the public in understanding the project decision making process during project design and cleanup and the community's role in that process. During project design, projects managers should focus efforts on getting public input and providing information on those decisions and activities that have the greatest potential impact on the community and on the big-picture issues that are most important to the public (Fulgham & Shaughnessy, 2008).

Davidson (2005) ascertains that the cornerstone of community-based development initiatives is the active involvement of members of a defined community in at least some aspects of project design and implementation. He added that although participation can occur at many levels, a key objective is the incorporation of local knowledge into the project's decision -making processes. When potential beneficiaries also make key project decisions, participation becomes self-initiated action. Participation is expected to lead to better designed projects, better targeted benefits, more cost-effective and timely delivery of project inputs, and more equitably distributed project benefits with less corruption and other rent-seeking activity and at the most basic level, it may involve real or imputed financial losses due to the time commitments required for adequate participation (Lee & Reeves, 2009).

A needs assessment is a part of project planning process, often used for improvement in individuals, projects, organizations, or communities (Gordon, 2004). Lee & Reeves (2009) pointed out that needs assessment is an effective tool to clarify problems and identify appropriate

interventions or solutions within a community. They added that by clearly identifying the problem, finite resources can be directed towards developing and implementing a feasible and applicable solution. Gathering appropriate and sufficient data informs the process of developing an effective product that will address the groups' needs and wants.

Needs assessments are only effective when they are ends-focused and provide concrete evidence that can be used to determine which of the possible means-to-the-ends are most effective and efficient for achieving the desired results which is needed in designing a project. Gilbert (1998) suggested that only when we know what people really want can we develop an effective project. He added that the needs assessment should be followed by a capacity assessment to see what strengths the community has which it can use to address its problems. The project should seek to strengthen any weaknesses in the community. The project can then aim to help the community achieve part of its vision. It is important to carry out a needs assessment before planning development work, whether we think we know what the needs are or not (Lee & Reeves, 2009). Gilbert (1998) added that for successful project completion and sustainability of projects, the projects goals and targets must be tied to community needs and expectations. This must however be well communicated to all projects stakeholders.

According to Sharma, Lanum and Saurez Balcazar (2000) the goals of a needs assessment are to identify the assets of a community and determine potential concerns that it faces. A needs assessment therefore becomes crucial in the initial stages of a project. A needs analysis is focused on identifying the possible barriers to successful program intervention in a community and possibly finding solutions to these challenges. Community needs assessment should focus on whether current project product or services are effective or not, and if not, identifying the gaps in implementation; or an assessment of whether potential projects' product or services are likely to be effective once they have been implemented (Rossi, Lipsey & Freeman, 2004).

2.3.3 Community involvement in Project Monitoring

Over the years, development efforts aimed at reducing the poverty level have not included local people at the conception, implementation and monitoring stages of such programs (Gilbert, 1998). This has often resulted in non-sustainability of many development efforts like project. Altschuld and Kumar (2010) argued that the involvement of local people in conception,

execution, monitoring and evaluation of development projects has become very central to attaining sustainable development. However, community participation in project monitoring and evaluation is a relatively new approach that many development agencies, including NGOs, are still learning.

Community people know their problems very well. They also know their individual characters, and those who have the interest of the community. Similarly, community members are in a better position to monitor and guide their projects and assets, especially the ones they conceived and embarked upon (Kizlik, 2010).

Monitoring can only take place where there are projects to be monitored (Lee & Reeves, 2009). Therefore, the community should be guided to create action plan that will contain their development needs, and serve as a motivating tool for embarking on self –help projects. A local Management Information System (MIS) is needed to be set up within the Community that will enable them gather, analyze and interpret data concerning the project (Gilbert, 1998). This should be a continuous process throughout the project life cycle. Moreover, to achieve this, some local facilitators should be trained in simple methods of gathering information such as ORID (objective, reflective, interpretive and decisional) or discussion methods and workshop methods, so as to enable local facilitators along with taskforces to gather information (through interviews, questioning, and site visits), hold group discussions, and build a consensus based upon the information generated.

Further 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 (Kizlik, 2010). 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.

At the end of certain years, a major evaluation should be carried out by community members, project teams, project managers and the donor agency. The evaluation indicators should be jointly agreed upon by major stakeholders (that is, representatives of the community, the donor agency and project team) (Gordon, 2004). These should be contained in the Terms of Reference (TOR) for the entire evaluation exercise. Altschuld and Kumar (2010) reported that some of the

indicators to be included are: project objectives (how far were they pursued); current strength of the community based projects (CBP) in terms of membership participation in community affairs; frequency of meetings, and how such meetings were conducted (in a participatory manner or otherwise); level of women involvement in decision making; number of projects executed within the five years through communal efforts; and the impact of such projects in the community.

According to Gordon (2004) for community based monitoring and evaluation to achieve its purpose the following must be ensured: The local people must first be empowered on how to systematically envision, design, and implement a project; the methodology must be simple and flexible enough to enable the local people use and adapt it; the purpose or objectives of the M&E must be clearly explained to and understood by the local people; the implementing agency must also define their role and work closely with the local people, especially during the first year of the project life cycle; both positive and negative information and other data generated during the course of the project must be analyzed and interpreted correctly; and there must be a way to document the results and learning that came out of the monitoring and evaluation exercise.

2.3.4 Community Capital contribution

One of the major factors to ensure sustainability of programs is the availability of funds, whether from governments, private institutions, or donor organizations. In this regard, community participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the program sustained. However, involving community is a way to ensure that the benefits brought by a development program will be maintained after the external interventions are stopped. Thus, sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment in the wider society to development programs that support the continuation of newly self-reliance communities (Lovell, 1992). Community members are expected to be actively involved in the process of interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over the project or program.

In general, systems that are fully government funded have low degrees of community partnership, though communities may be invited to assist in putting into operation policies and

plans determined by the government. Conversely, systems that are fully funded by communities commonly have low degrees of government partnership, though governments may insist that school managers meet certain requirements in maximum class size, minimum teachers' qualifications, etc. From the perspective of partnership, therefore, the most instructive situations are ones in which governments provide some resources and communities provide others. Particularly common are models in which governments provide some or all of the teachers' salaries and communities provide land, buildings and other facilities (Gordon, 2004).

Most communities funding substantial parts of school budgets rely on per-pupil fees for a major part of their revenues. Communities commonly find that fees are the only way to ensure regular revenues in cash, which are needed to pay teachers' salaries and meet other recurrent needs. Fees also have the advantage that the people who pay them can clearly see a link between their payments and the services provided. However, many policy-makers find the notion of fees problematic, particularly for primary education. This is chiefly because they are mindful of the danger that the poorest families may be excluded from school by the existence of fees. Also, fees may be regressive because poor families tend to have more children than rich families. In addition, systems that charge fees encounter various administrative complications arising from the costs of collection and the need for accounting arrangements to reduce the danger of money going astray (Lovell, 1992).

The past several decades of development funding (e.g., World Bank in Africa) has demonstrated the failures of top-down approaches to development. Not only does the provision of public goods remain low in developing nations; most projects suffer from a lack of sustainability. A possible reason for these failures is attributed to the lack of local participation. Since the 1980s the new development slogan has been "participatory or community-led development" and there has been a rush to jump on the participatory bandwagon. Such community-based approaches to development "are among the fastest growing mechanisms for channeling development assistance (and) according to conservative calculations, the World Bank's lending for CDD (community-driven development) projects has gone up from \$325 million in 1996, to \$2 billion in 2003" (Mansuri & Rao 2003). This trend is supported by anecdotal and empirical evidence suggesting community participation is an unqualified good in terms of project outcomes and sustainability (Narayan 1995; Isham, Narayan, & Pritchett 1996). However, despite such interest

there is much less understanding of, and even lesser agreement on, what community participation means and entails, and under what conditions is it necessary. There is a real danger that like most slogans, participation too will be misunderstood, misapplied and eventually discarded.

In rural community education projects most national policies require a capital contribution from the users, either in-kind (labor and local materials) or, if in cash, in the region of five percent of the capital cost. This is rarely recovered however, and so improved services are by default a gift (albeit often with some community participation in construction) from the government or NGO to the community. There is disagreement among practitioners about whether user cash contributions to capital costs help to cement community ownership of education projects and so contribute to sustainability. However, there are cases in which a cash contribution to capital cost is raised but then ring-fenced for the education project, for instance by putting it into an operation and maintenance account on behalf of the community. Community capital contributions could take the form of community levies-where individuals or households in the community agree to contribute a given fee toward running and maintenance of the education project (Narayan 1995; Isham, Narayan, & Pritchett 1996).

The community capital contributions collection could be affected or hampered by the methods used for the same. The researchers' observation is that most local communities are informal in nature and this makes most of the community projects lack basic procedures and processes of fund collection as they rely on mostly on voluntary labor of elected officials who operate in homes without official facilities. Such systems get low returns and this turns out to be threat to committees that carryout this exercise as some of them are insulted or dehumanized (Lovell, 1992). These systems also do not have clear accountability records and this may make community members doubt such systems making them draw back in contributions. Once a project cannot generate enough revenue from beneficiaries, its sustainability will be threatened as repairs and maintenance cannot be provided for when need arise. Misappropriation of funds collected as a result low or lack of professionalism may also contribute to poor Community Capital Contributions leading to poor maintenance and thus lack of sustainability.

Conceptual framework

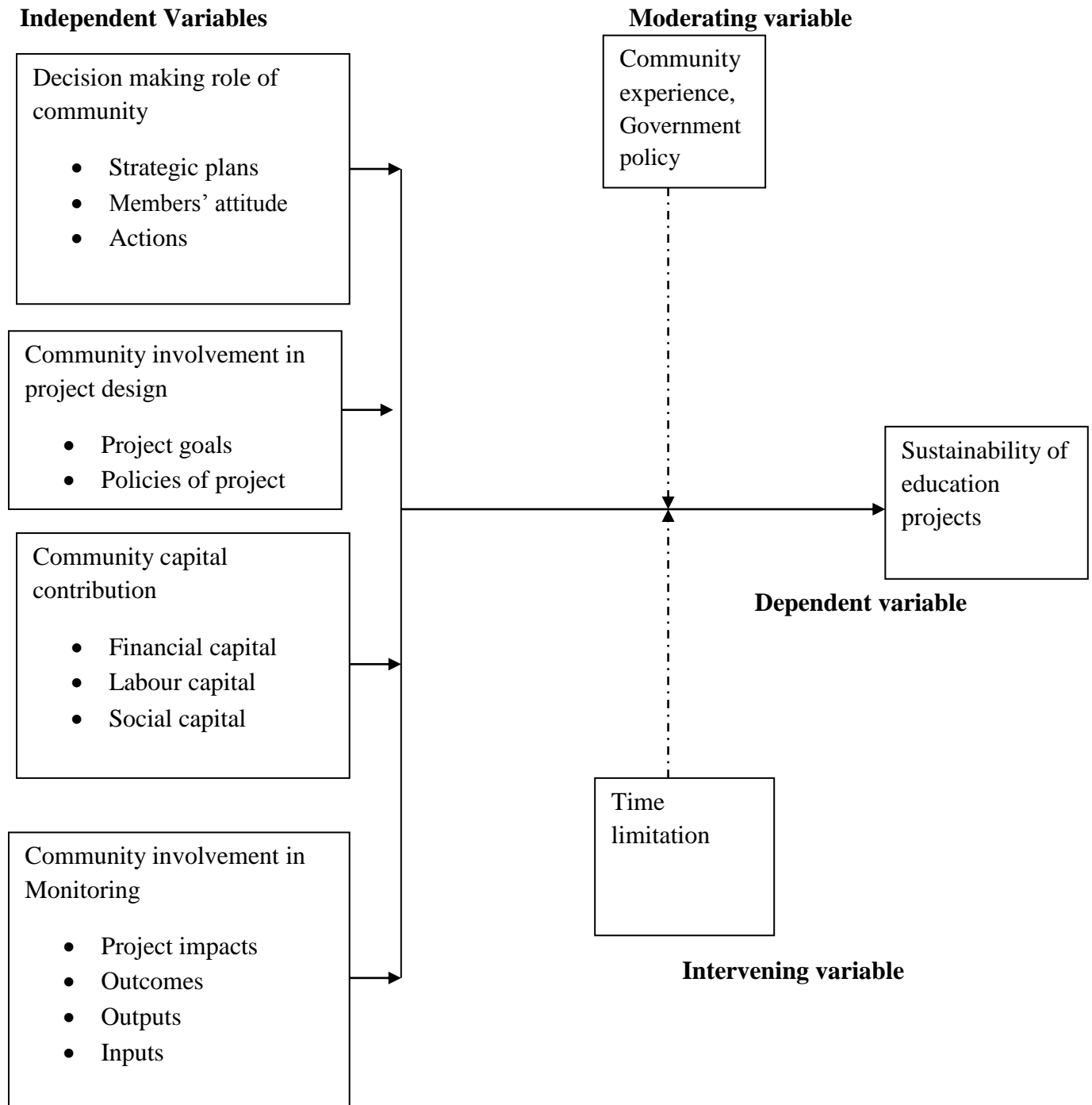


Figure 1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses in detail how the data was obtained, processed, analyzed and interpreted to fulfill the research objectives. The methodology elements herein includes the research design that was applied; target population; sampling design and procedures; the types of data; research instruments; as well as data processing and analysis techniques. Details of these are as discussed in the succeeding sections.

3.2. Research Design

The study adopted descriptive survey design. This design was suitable because the study involved selection samples for analysis thereby leading to description of occurrences. It is also suitable for providing quantitative and numerical data which will be used to make conclusions. Moreover, the design is economical and enables rapid collection of data and allows generalization of observations (Onen & Oso, 2005). The descriptive survey design is also suitable for this study because the researcher analyzed data from the events that took place at a particular point in time.

When descriptive design is used, inferences can be made, but not at the level of cause and effect and ruling out rival hypotheses, like one can do with experimental or quasi-experimental research. Additionally, lack of the temporal element does not allow studying changes over time, as would be beneficial for this specific study. However, a well-conducted survey can provide a description of sample that is representative of the general population and show the phenomena that are currently happening in such a population. Other potential study limitations include: social desirability bias, recall bias, selection and sampling biases and researcher bias. It is also important to use this kind of design because at a glance, you would be able to know what is in the whole population and based on the nature of data and the resources that are available, the descriptive survey design is the best in this case(Onen & Oso, 2005).

3.3. Target Population

According to Mutai (2001), target population is the entire group a researcher is interested in or the group about which the researcher wishes to draw conclusions. Mugenda and Mugenda (1999) further add that a population is any set of persons or objects that possesses at least one common characteristic. The study hoped to carry out a study on how Bridge international academies, a chain of low cost private and community schools across Kenya, ensures sustainability of their education projects by involvement of the locals in the community. The unit of analysis was the bridge schools and in this case seven schools participated in the study. The actual target population the study hoped to reach out were; the two directors of the organization, seven academy managers, one hundred teachers and a thousand community members most of whom are parents at the Bridge community schools in Nakuru Town West Sub County.

Table 3.1: Target Population from Seven Schools

Categories	Frequency	Percentage (%)
Directors	2	0.2
Academy Managers	7	0.6
Teachers	100	9
Community members (i.e. Parents)	1000	90
Total	1109	100

3.4 Sample Size and Sampling Technique

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error (Gay, 1992). The sample size is to be determined according to Krejcie and Morgan (1970) survey table of samples that recommends a sample size of 367 for a population 1109, at 95% confidence with 0.05% margin of error.

Simple random sampling technique and simple stratified sampling were used to select the respondents. The two techniques enabled the researcher sample down a sampling frame that was a true representation of the target population. The respondents were stratified in two categories

e.g. the community members and academy staff. Summary of the sample population is shown on the sample matrix table 3.2.

Table 3.2 Distribution of the Sample Matrix

Categories	Frequency(N)	Sample Size(S)	Percentage (%)
Directors	2	2	1
Academy Managers	7	7	2
Teachers	100	80	22
Community members (i.e. Parents)	1000	278	75
Total	1109	367	100

3.5 Methods of Data Collection

The data collection procedures included sending letters to the respective projects where the study was carried out for approval by the project managers of those projects. Once approved the researcher then moved to the project area and administered the questionnaires. The researcher started by briefing the project stakeholders who were at the site of the purpose of the questionnaires and show the selected respondents how to fill the questionnaire. The researcher also assured the respondents of the confidentiality of the information they gave. The study also used interviews where the researcher interviewed institutions directors, managers and staff.

3.6 Pilot Testing

According to Nachmias and Nachmias (1996), pilot-testing is an important step in the research process because it reveals vague questions and unclear instructions in the instruments. It also captures important comments and suggestions from the respondents that enable the researcher to improve efficiency of instruments, adjust strategies and approaches to maximize response rate. Pre-testing and practical interviewing exercises was conducted by the researcher together with the research assistants in the neighboring Nakuru East Sub County. A total of 37 interviews were conducted which was 10% of the total sample size of the targeted population. The filled questionnaires were collected and checked if well answered; any necessary correction was made. After two weeks the same people were given questionnaires to fill once again.

3. 7 Validity and Reliability

This section explains the validity and reliability of research instruments.

3.7.1 Validity

According to Borg and Gall (1999) validity is the degree to which a test measures what it purports to measure. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study. According to Borg and Gall (1999), validity of an instrument is improved through expert judgment. As such, the content validity was ascertained by academic supervisors in the University. According to Mugenda and Mugenda (2003), validity is the degree to which a test measures what is intended to measure. In this study validity was examined through the ability of the test instruments to measure what they are supposed to measure. As such, pre-test were conducted through pilot study in which there was checking of any deficiencies in terms of unclear instructions, insufficient spaces to write responses and wrong phrasing of questions. Thus, this was to ensure research content validity. Validity is concerned with whether the findings are really about what they appear (Mark et al., 2009).

3.7.2 Reliability

Reliability refers to the extent to which the data collection techniques or analysis procedures yield consistent findings. The reliability was computed using Cranach's Coefficient Alpha or KR 20 formula which is as follows:

$$KR\ 20 = \frac{(K)(S^2 - \sum S^2)}{(S^2)(K - 1)}$$

Where KR 20 = reliability coefficient of internal consistency

K = Number of items used to measure the concept

S² = Variance of all scores

S² = Variance of individual items

Cronbach's alpha formula is a coefficient of reliability that measures the closeness of a set of items. If the average inter-item correlation is low, alpha will be low. As the average inter-item correlation increases, Cronbach's alpha increases as well (holding the number of items constant). A reliability coefficient of .70 or higher indicates consistency.

3.8 Operational Definition of Variables

Variables	Type of Variable	Indicators	Scale	Study Design	Type of Analysis
Decision making Process	Independent	Strategic plans, Members' attitude, Actions	Ordinal nominal	Descriptive Survey	-Descriptive Statistics -Pearson Correlation -Qualitative analysis
Project Design	Independent	Goals of the project Policies of the project	Ordinal nominal	Descriptive Survey	Descriptive Statistics -Pearson Correlation -Qualitative analysis
Project monitoring and evaluation	Independent	project impacts, outcomes, outputs, and inputs	Ordinal nominal	Descriptive Survey	Descriptive Statistics -Pearson Correlation -Qualitative analysis
Community capital contribution.	Independent	-Material Capital -Financial capital Labor Capital	Ordinal nominal	Descriptive Survey	Descriptive Statistics -Pearson Correlation -Qualitative analysis
Sustainability of the community based projects	Dependent	-Improved Standard of Living	Scale	Descriptive survey	-Pearson Correlation

3. 9 Methods of Data Analysis

After all data was collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which were corrected to improve the quality of the responses. After data cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 2.0.

The study yielded both qualitative and quantitative data. Qualitative data was analyzed qualitatively using thematic analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gay (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings. On the other hand, quantitative data was analyzed using various statistical techniques including measures of central tendency and dispersion. Simple descriptive statistics was employed to analyze quantitative data.

The statistics to be used include frequency and percentages. Additionally, Pearson Correlations test was calculated to determine whether there is linear relationship and nature of such relationship between the factors understudy. These tests were conducted at 95% level of confidence ($\alpha=0.05$).

3.10 Ethical Considerations

The respondents' names and particulars were not disclosed, completed tools were assigned codes so that they could be linked to respective respondents. Participation by respondents was also voluntary and no one was coerced to participate. During consenting the Interviewer described the purpose of the study, the possible benefits and risks of participation and the contact person in case of a query.

All the participants were assured of total confidentiality and the information they give will only be used for research purposes only. Their names were not to appear anywhere. This study did not have any risk to the participant since; the kinds of questions asked were not personal therefore they did not face any discomfort or anxiety when responding to questions. There was no direct

benefit to the participant, but the results would be used to make them better engaged and useful to the research institution.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, DISCUSSIONS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretations for the study. A mixed method approach was used for the study where both qualitative and quantitative techniques have been employed. Descriptive statistics, descriptive summaries and Pearson correlation statistics have been used and Presentation of the findings of the study done using tables.

4.2 Response Rate

Interview guides and questionnaires were used to collect data. 278 community members and 89 bridge staff members who were categorized as teachers, academy managers and directors were involved in the study. Out of the 278 questionnaires issued for the study 209 were filled and returned which presented a return rate of 75% while out of the 89 interview schedules issued 89 were returned which presented a response rate of 100%. The overall response rate for the study was 80% which was considered adequate enough and could further be reliable for generalization of similar studies. A presentation of the response rate is indicated in Table 4.1 as follows

Table 4.1 Return Rate

	Issued	Returned	Percent
Questionnaires	278	209	75
Interview guides	89	89	100
Total	369	298	80

4.3 General Characteristics of the Respondents

To understand the study better, there was need to do a background check to the respondents in order to conceptualize the study. Table 4.2 presents the back ground information.

Table 4.2 Back Ground Information of Respondents

Gender	Frequency	Percent
Male	91	43.5
Female	118	56.5
Total	209	100.0
Age		
18 – 30 years	51	24.4
31 – 40 years	83	39.7
41 – 50 years	53	25.4
51 – 60 years	19	9.1
Over 60 years	3	1.4
Total	209	100.0
Marital Status		
Single	45	21.5
Married	131	62.7
Separated	25	12.0
Widowed	8	3.8
Total	209	100.0
Monthly Expenditure		
Below Kshs. 10,000	36	17.2
Kshs. 10,000 – Kshs. 20,000	51	24.4
Kshs. 20,001 – Kshs. 30,000	46	22.0
Kshs. 30,001 – Kshs. 40,000	29	13.9
Kshs. 40,001 – Kshs. 50,000	34	16.3
Above 50,000	13	6.2
Total	209	100.0

The study established that 56.5% were females while 43.5% were male; this implied that there were more female than male respondents this agrees with the common perception that education matters are mostly a preserve for female than male as presented by (Remennick, 2007; Blount, 1998).

Majority of the respondents were between 31-40 years as indicated by 39.7%. Those between 41-50 years had a percentage of 25.4% while the lowest percentage comprised those over 60 years which was presented by 1.4%. From these findings it could be deduced that majority of respondents could be termed as middle age from 31 to 50 years hence true to imply that education matters mostly are a concern of the middle age in a community.

On marital status, majority as presented by 62.7% were married, followed by 21.5% who were single. Only 3.8% were widowed. These results indicate that education matters especially community educational matters are synonymous with family unity thus this is explained by the large percentage that were married.

On monthly expenditure, table 4.2 indicate that 22% who were the majority spent between 20,001- 30,000. The least expenditure was 10,000 presented by 17.2% while those spending above 50,000 were 6.2%. The study deduced that the average expenditure was between 20,000 to 30,000 which further was a pointer to possibilities of the respondent's involvement in community education projects.

4.4 Community Involvement in Decision Making

The first objective of the study sought to examine the influence of community involvement in decision making on sustainability of education projects. To this effects there was need to establish whether the community is involved in decision making matters pertaining educational project. Table 4.3 presents the findings of the study.

Table 4.3 Community Involvement in Decision Making

		Is the community involved in decision making on matters pertaining to educational project		Total
		Yes	No	
	N/A		14.9%	14.9%
If yes, what is the extent of this	Always	23.9%		23.9%
	Moderately	43.5%		43.5%
	Rarely	17.7%		17.7%
Total		85.1%	14.9%	100.0%

The cross tabulation presented by Table 4.2 indicate that there is community involvement in decision making as presented by 85.6%. Only 14.4% were of the view that the community was not involved in decision making process. The 85.6% were further required to indicate the extent of involvement. 43.5% revealed they were moderately involved while 23.9 % were of the view that they were always involved in decision making pertaining educational projects. Only 17.7% were rarely involved. Webler et el. (2001) is of the view that members of the public should participate in decision making in order to effect laws, regulations and policies that have been put in place that will ensure participation. Although the study reveals participation is moderate, there should me mechanisms to ensure participation is taken to greater heights.

The 14.4% were required to explain why they thought they were not involved. The findings revealed that they had never attended any meetings that lead to decision making while others opined that the management had never given them an opportunity to make decisions. The results can be interpreted to mean unless decision making opportunities are availed to communities it is not easy for them to make any decisions without the opportunities from implementing agencies and partners.

There was further need to establish the decisions that the communities are involved in. This is present in Table 4.4.

Table 4.4 Decisions that the Community is Involved in

	Frequency	Percent
NA	32	14.4
School development issues	17	9.0
Extra curriculum activities	20	9.6
Examination and overall performance	30	14.4
Physical facilities and amenities	40	19.1
Disciplinary issues	70	33.5
Total	209	100.0

Out of the 85.6% who affirmed to community involvement in decision making were required to indicate the decisions that the community was involved in. 33.5% were of the view that communities were involved in disciplinary issues, 19.1% were involved in decisions regarding physical facilities and amenities. Only 9.0% were involved in decisions regarding school

development issues. The implications of the findings are that community is mostly involved when it comes to issues of discipline. The study indicated that communities were mostly involved when it comes to disciplinary issues did not resonate well with popular assumptions that communities are mostly involved in decisions regarding school development issues (Henderson & Mapp, 2002).

The qualitative analysis indicates that the communities are involved in decision making process through location of the school project, disciplinary issues in the school and staff recruitment. It was further noted that development projects that take part in school have the consent of the community thus this is a form of involving them. Parents meeting ensure that the community is made aware of what the school is planning. Further the qualitative findings indicate that the community is involved mostly during initiation and implementation stage.

There was further need to establish the extent in which decisions the community make are effected in the implementation stage of educational projects. Table 4.5 presents the findings

Table 4.5 Extent of Effecting Community’s Decisions in the Implementation of Educational Projects

	N	Minimum	Maximum	Mean	Std. Deviation
Extent of Effecting Community’s decisions in the implementation stage of educational projects	209	1	10	5.50	2.648

With a minimum of 1 and a maximum of 10, the study established that the extent of effecting community’s decisions had a mean of 5.50 which was considered to be moderate. The standard deviation was 2.648 which implied the responses were two points dispersed away. It was then deduced that the decisions effected as a result of community involvement were moderate thus not all decisions made by the community are usually implemented.

A cross tabulation was undertaken to determine individuals involved in decision making in the educational project and the stages of involvement in the decisions. Tabulation has been done in 4.6.

Table 4.6 Cross Tabulation between Decision Making Stage and Individuals involved in Decision Making

		Decision Makers					Total
		Project manager	Project employees	Project sponsors	Community leaders	Community members i.e. parents	
Decision Making Stage	During conceptualization phase	14.4%					14.4%
	Planning phase	9.6%	19.1%	13.9%			42.6%
	Formulation phase			9.1%			9.1%
	Implementation phase			10.5%	4.3%	14.4%	29.2%
	I don't know				4.8%		4.8%
Total		23.9%	19.1%	33.5%	9.1%	14.4%	100.0%

The findings of the study as presented in Table 4.6 indicate that project sponsors were the most involved in decision making process as presented by 33.5%, this was followed by 23.9% who were project managers. The least involved were community leaders with 9.1%. However it is important to note that decision making depended on the decision making stages. The planning phase had the most percentage of involvement with project manager contributing 9.6%, project employees 19.1%, project sponsors 13.9 % all totaling to 42.6%. The community leaders and parents were mostly involved in the implementation stage. This indicates that there is community participation thus to this effect, Adnan, et al. (1992) reasons that agency managers may only support public participation programmes that can only be demonstrated through evaluation to be useful for improving decisions or reducing conflicts, and worth the commitment of resources. This explains why some community decisions are not implemented.

Project sponsors were mostly involved in decision making of education projects at bridge academies with planning phase being the most rigorous stage involving different stakeholders. The findings of the study has revealed that different individuals are involved in decision making

at different stages thus the findings are in agreement with Goldstein et al (2000) who opines that participation of different individuals contributes to valuable local knowledge and experience that supplements that of ‘technical experts’, aiding in the ecological risk assessment process, and in more effective risk management decisions.

The study sought to ascertain the extent to which community involvement in decision making affects the sustainability of educational projects. Table 4.7 presents the findings.

Table 4.7 Sustainability and Community Involvement in Decision Making

	Frequency	Percent
Small extent	37	17.7
Moderate extent	91	43.5
Large extent	81	38.8
Total	209	100.0

It was established as presented in Table 4.7 that to a moderate extent (43.5%) involvement of community in decision making affects sustainability of educational projects. 38.8% opined to a large extent while 17.7% were of the view that the effects were on a small extent.

Lastly there was need to establish how involvement of communities in decision making influences on sustainability of educational project. A descriptive summary has been presented in Table 4.8

Table 4.8 Involvement of Community in Decision Making

	N	Minimum	Maximum	Mean	Std. Deviation
Help in achieving project long term objective	209	1	5	3.36	1.563
Create sense of project ownership by community	209	1	5	3.28	1.510
Lead to solving specific problems in the community	209	1	5	3.07	1.424
Valid N (listwise)	209				

With a mean of 3.36, it was established that involvement of communities in decision making helps in achieving of projects long term objectives. The standard deviation was 1.563 which implied the responses were 1 point dispersed away. Creation of a sense of project ownership had a mean of 3.28 while solving a specific problem in the community had a mean of 3.07. From the findings, it could be deduced that involvement of community in decision making process plays a role towards sustainability of community education projects.

4.5 Community Involvement through Capital Contribution

The second objective of the study sought to ascertain the influence of the community’s capital contribution on the sustainability of education projects. To this effect there was need to establish the involvement in capital contribution by community members. A cross tabulation undertaken and presented in Table 4.9 between involvement in capital contribution and extent of involvement was

Table 4.9 Involvement in Capital Contribution and Extent of Involvement

		Do you feel involved in capital contribution to enhance execution of this educational project?		Total
		yes	No	
If yes, what is the extent of this involvement?	NA		15.3%	15.3%
	Always	54.5%		54.5%
	Moderately	23.4%		23.4%
	Rarely	6.7%		6.7%
Total		84.7%	15.3%	100.0%

Majority of the respondents as presented by 84.7% were of the view that they were involved in capital contribution to enhance execution of educational projects while only 15.3% were not involved. 54.5 % indicated they were always involved while 23.4 % were moderately involved. The results imply that communities felt highly involved towards capital contribution thus the findings agree with Lovell (1992) who asserted that involving community is a way to ensure that the benefits brought by a development program will be maintained after the external interventions are stopped.

The 15.3% who were of the view that they were not involved were required to explain their response. It was revealed that bridge international academies relied on donor funds hence they were not required to contribute towards the academic projects.

There was further a need to establish the type of resources that comes from the community. This is presented in Table 4.10

Table 4.10 Type of Resources from the Community

	Frequency	Percent
Finance	50	23.9
Labor	80	38.3
Social capital	44	21.1
Materials	35	16.7
Total	209	100.0

It was established the community mostly provide labor as indicated by 38.3%, this was followed by 23.9% who were of the view that the community provides finances. The lowest percentage was of the view that the community provides materials. From the findings, it is clear that the community contributes towards capital contribution in different ways however labor was the most common form of contribution.

The qualitative findings indicate that the community is involved in various ways as a form of capital contribution. These include provision of school land where the school rents it from the community, payment of school fees and other amenity fees and sponsoring of needy children.

There was need to rate how community involvement in capital contribution influences on sustainability of educational projects. Table 4.11 presents the descriptive summary.

Table 4.11 Community Contribution to Capital Contribution and its Influences on Sustainability

	N	Minimum	Maximum	Mean	Std. Deviation
Community involvement in capital contribution and its influences on sustainability of educational projects	209	1	10	5.15	2.611

With a minimum of 1 and a maximum of 10, it was established that the community involvement in capital contribution had a moderate influence on sustainability of educational project as presented by a mean of 5.15 and a standard deviation of 2.6 which implied a sparse dispersion from the mean which was 2 point away. It was thus deduced that involvement of community in capital contribution moderately leads to sustainability of the education project implying there were other factors that come to play leading to sustainability.

Lastly, there was a need to establish how involvement of communities in resource mobilization influences on sustainability of educational projects. Presentation is given in Table 4.12 as follows.

Table 4.12 Community Involvement in Resource Mobilization

	N	Minimum	Maximum	Mean	Std. Deviation
Increases accessibility of needed resources	209	1	5	3.13	1.484
Reduces project dependence on the fund from donors	209	1	5	3.11	1.443
Community receptivity on the project is increased	209	1	5	3.04	1.454
Community become more responsible to the success of the project	209	1	5	3.13	1.484

It was established that community involvement in resource mobilization ensures community become more responsible to the success of the project as indicated by a mean of 3.13 and further it leads to increased accessibility of the needed resources (3.13). With a mean of 3.11 it was revealed that involvement of community in resource mobilization further reduces project dependence on the fund from donors lastly the community becomes receptive on the given project. These findings indicate that involvement of communities in resource mobilization has several advantages which can trigger sustainability of educational projects.

4.6 Community Involvement in Project Design

The third research question sought to answer how community involvement in project design influences sustainability of education projects. The respondents were required to indicate if they were involved in the design of the bridge international educational project. This was cross tabulated with the extent of involvement and presented in Table 4.13.

Table 4.13 Extent and Involvement in Project Design of Educational Projects

		Were you involved in the design of this educational project?		Total
		Yes	No	
If yes, what is the extent of this involvement?	NA		63.2%	63.2%
	Always	12.0%		12.0%
	Moderately	21.1%		21.1%
	Rarely	3.8%		3.8%
Total		36.8%	63.2%	100.0%

From the findings, only 36.8% were involved in the project design of educational projects while 63.2% were not involved. 21.1% indicated they were moderately involved, 12% were of the view that they were always involved while 3.8% were rarely involved. From these findings, it can thus be deduced that community members are not involved in design of educational projects. The qualitative findings indicate that parents give proposals and suggestions on project design while local leader's opinion is sought in design and during construction. According to Davidson (2005) the cornerstone of community-based development initiatives is the active involvement of members of a defined community in at least some aspects of project design and implementation. This study has however shown that the communities around bridge academies are not involved in design of educational projects. To him involvement in designing of any project entails incorporation of local knowledge into projects decision making process.

There was a need to rate the appropriateness of the design of educational projects. Table 4.14 presents the findings of the study.

Table 4.14 Appropriateness of the Design of Educational Projects

	Frequency	Percent
Not appropriate	37	17.7
moderately appropriate	90	43.1
Very appropriate	82	39.2
Total	209	100.0

The study established that 43.1% were of the view that the design used by Bridge International Academies was moderately appropriate. This was followed by 39.2% who indicated that the design was very appropriate while only 17.7% indicated the design was not appropriate. It was then deduced that the design used was appropriate as indicated by a cumulative of 82.3%. With the communities highly regarding the appropriateness of the project design, it is expected that this would increase their participation leading to better target benefits more cost-effective and timely delivery of project inputs, and more equitably distributed project benefits with less corruption and other rent-seeking activity and at the most basic level as envisaged by Lee and Reeves (2009).

There was need to understand how the community was introduced to the Bridge International educational project. Table 4.15 presents the findings.

Table 4.15 Introduction of Community to Education Project

	Frequency	Percent
Called for consultation before start of program	72	34.4
Through adverts	50	23.9
Face to face interaction	87	41.6
Total	209	100.0

The study established that 41.6% were introduced through face to face interactions, 34.4% were called for consultation before start of the program while 23.9% were introduced through adverts. The findings of the study imply that the Bridge international educational program is community oriented thus its intention was passed through face to face interactions and consultations before start of the program. This further indicate community participation and involvement hence the project design is made clear before implementation of the project.

There was a need to further establish whether the opinion of the community members is undertaken with an aim of improving the design of the education project.

Table 4.16 Community Opinion towards the Design of Education Project

	Frequency	Percent
Yes	137	65.6
No	72	34.4
Total	209	100.0

It is indicated in Table 4.16 that 65.6% affirmed to having their opinion sought from time to time with an aim of improving the educational project. Only 34.4% were of a contrary view. This implies that there is much emphasis put to the community to give guidance on crucial project elements for it to be successful and eventually sustainable.

There was further need to identify individuals involved in project design phase of the community educational project. Presentation has been done in Table 4.17 as follows.

Table 4.17 Individuals Involved in Project Design Phase

	Frequency	Percent
Directors	70	33.5
Project sponsors	50	23.9
Local leaders	30	14.4
Project employees	40	19.1
I don't know	19	9.1
Total	209	100.0

Majority of the respondents were of the view that 33.5% who were involved in the design phase of the project were directors, this was followed by 23.9% who perceived project sponsors to be involved in the design phase of the project. 9.1% did not know the individuals who are involved in project design. From the findings, a deduction was made that directors were majorly involved in the design phase of projects which indicated they conceptualize the project before presenting it to the community.

Table 4.18 Effectiveness of Community Involvement in Project Design towards Ensuring Sustainability of Educational Project

	N	Minimum	Maximum	Mean	Std. Deviation
Effectiveness of community involvement in project design towards ensuring sustainability of educational project	209	1	10	4.87	2.521

As presented in Table 4.18, with a minimum of 1 and a maximum of 10, the effectiveness of community involvement in project design towards ensuring sustainability of educational projects had a mean of 4.87 and a standard deviation of 2.521. This implied that the involvement of community in project design did not warranty sustainability of educational projects.

Lastly Table 4.19 presents a descriptive summary of how community involvement project design influences on project sustainability.

Table 4.19 Community Involvement in Project Design and its Influence on Sustainability

	Minimum	Maximum	Mean	Std. Deviation
Clear understanding of goal and objectives	1	5	2.92	1.515
Acceptance of project by community	1	5	3.02	1.385
Community feels part and parcel of project	1	5	2.89	1.483
Increase Community receptivity to the project.	1	5	3.03	1.474

It was indicated that involving the community in project design leads to an increase in community receptivity to the project as indicated by a mean of (3.03). Further involving communities' leads to acceptance of the education project (3.02). Clear understanding of project goals and objectives and community feeling they are part and parcel of the project had means that tended towards a small extent implying they were not rated highly. It was thus deduced that having communities participate in project design phase influences on sustainability by ensuring receptivity and acceptance of the project. Involvement of the community in project design as indicated by the findings of the study resonates well with the arguments by Gordon (2004) who opines that a needs assessment is very crucial while starting projects as it aids in improvement of individuals, projects, organizations and communities further needs assessment is an effective tool to clarify problems and identify appropriate interventions or solutions within a community (Lee& Reeves, 2009). Davidson (2005) ascertains that the cornerstone of community-based development initiatives is the active involvement of members of a defined community in at least some aspects of project design and implementation.

4.7 Community Involvement in Project Monitoring

The last objective of the study sought to examine the influence of community involvement in project monitoring and evaluation on the sustainability of education projects.

Table 4.20 Community Involvement in Project Monitoring and its Extent

		Is community involved in the monitoring of your project		Total
		Yes	No	
If yes, what is the extent of this involvement	NA		38.8%	38.8%
	Always	14.4%		14.4%
	Moderately	38.3%		38.3%
	Rarely	8.6%		8.6%
Total		61.2%	38.8%	100.0%

The findings indicate that 61.2% were of the view that the community was involved in monitoring of the educational project while 38.8% were of a contrary view. Of those who were involved, 38.3% felt there was a moderate level of involvement while 14.4% indicated they were always involved. 8.6% confirmed that they were rarely involved. From the findings, it was

deduced that the community was moderately involved in monitoring of the bridge international education projects. Having communities give their opinion towards projects serves as to tie the project goals and targets towards community needs and expectations (Gilbert, 1998). The findings of the study revealed that the community was involved in monitoring of the bridge international education projects, thus the study resonates well with Kizlik (2010) who views that community members are in a better position to monitor and guide their projects and assets, especially the ones they conceived and embarked upon.

The qualitative findings indicate that the community is involved in project monitoring through assessment of projects at the school, monitoring performance of staff and pupil’s academic progress and further giving feedback to management after evaluations. Since the education projects are located in the communities, the community members give security and report on matters affecting the project.

There was further need to establish whether the educational projects are monitored to ensure the attainment of the set objectives. This was cross tabulated with the frequency of monitoring of projects and the finding presented in Table 4.21.

Table 4.21 Monitoring and its Frequency on Educational Projects

		Is this educational project monitored to ensure the attainment of objectives			Total
		Yes	No	I don’t know	
If yes, how often are your projects monitored	N/A		15.3%	12.4%	27.8%
	Daily	4.3%			4.3%
	Weekly	12.4%			12.4%
	Monthly	13.4%			13.4%
	Quarterly	15.8%			15.8%
	Semi annually	14.4%			14.4%
	others	12.0%			12.0%
Total		72.2%	15.3%	12.4%	100.0%

From Table 4.21, it is presented that 72.2% affirmed that educational projects are monitored to ensure attainment of their objectives. 15.3% were of a contrary view while 12.4% were not

aware of whether there was monitoring of educational projects towards attainment of given objectives. Of those that were aware, 15.8% indicated that monitoring was done monthly, while 14.4% indicated monitoring was done on a semiannually basis. 12% chose the option others hence were required to explain their response upon which they indicated monitoring was done on termly basis. From the findings, it was clear that monitoring to ensure objective have been met is usually conducted as presented by 72.2%. Further it could be deduced that monitoring is done in different time duration with quarterly basis having the biggest percentage. Kizlik (2010) agrees that monitoring should be a continuous process throughout the project life cycle.

A descriptive summary on effectiveness of community involvement id project monitoring and evaluation has been presented in Table 4.22 as show below.

Table 4.22 Effectiveness of Community Involvement in Project Monitoring towards Ensuring Sustainability of Educational Project

	N	Minimum	Maximum	Mean	Std. Deviation
Effectiveness of community involvement in project monitoring towards ensuring sustainability of educational project	209	1	10	6.67	2.613

The study presents the mean for effectiveness of community involvement in project monitoring towards ensuring sustainability as 6.67 which imply that involving community in monitoring and evaluation leads to sustainable educational projects. The standard deviation for the study is 2.613 which indicate the points were 2 points dispersed away.

Lastly statements were given in regard to project monitoring of community projects. These were presented in form of a descriptive summary as shown in Table 4.23

Table 4.23 Monitoring of Community Educational Projects

	Minimum	Maximum	Mean	Std. Deviation
The reports of the monitoring exercise are always availed to me	1	5	3.10	1.305
I avail myself to give information on the progress of the project	1	5	2.87	1.425
My feedback is usually incorporated in projects	1	5	3.10	1.490

The findings reveal that the reports of the monitoring exercise are usually availed to the community (mean 3.10) and further the feedback they give is usually incorporated in the education project(mean 3.10). However it was noted that most community members do not avail themselves to give information on the progress of the project thus it can be deduced that the individuals behind the Bridge education project provide avenues for community involvement in monitoring and evaluation however community members fail to participate in monitoring of education projects out of their own volition. The study agree with Gordon(2004) assertion that for community based monitoring and evaluation to achieve its purpose, then there is need to empower local people on how to systematically envision, design, and implement a project. This can only be done through when the local people clearly understand the purpose of monitoring.

4.8 Correlation Analysis

Lastly there was a need to determine the relationship between the independent and the dependent variables. To this effect Pearson Correlation was undertaken. Table 4.24 indicate there is a positive strong correlation between community involvement in decision making process and sustainability of education projects as indicated by $r=0.734$ which is significant at $P(0.00) < \alpha(0.05)$ thus an increase in community involvement in decision making leads to increased sustainability of education projects.

There was also a strong moderate correlation between community involvement in capital contribution and sustainability of community education projects with $r=0.692$ which was further significant at $p(0.00) < \alpha(0.05)$ indicating an increase in involvement of community members towards capital contribution leads to an increase in sustainability of the education projects.

On community involvement in project design, the study established that there was a positive strong relationship between community involvement in project design and sustainability of educational projects as presented by $r=0.762$ significant at $p(0.00) < \alpha(0.05)$ thus an increase in involvement in project design leads to an increase in sustainability of community education project.

Lastly, Table 4. 24 presents $r=0.707$, $p(0.00) < \alpha(0.05)$ implying a positive strong relationship between community involvement in monitoring and evaluation and sustainability of education project. With increased levels of community monitoring of the given education projects, sustainability also increases. From the findings, it could be deduced that increasing participation by the community creates a sense of ownership and involvement which translates to sustainable community education projects.

Table 4.24 Correlation Analyses

		Sustainability of Education Projects	Community involvement in decision making	Community involvement in capital contribution	Community involvement in project design	Community involvement in project monitoring
Sustainability of Education Projects	Pearson Correlation	1				
	Sig. (2- tailed)					
	N	209				
Community involvement in decision making	Pearson Correlation	.734**	1			
	Sig. (2- tailed)	.000				
	N	209	209			
Community involvement in capital contribution	Pearson Correlation	.692**	.908**	1		
	Sig. (2- tailed)	.000	.000			
	N	209	209	209		
Community involvement in project design	Pearson Correlation	.762**	.915**	.978**	1	
	Sig. (2- tailed)	.000	.000	.000		
	N	209	209	209	209	
Community involvement in project monitoring	Pearson Correlation	.707**	.912**	.982**	.979**	1
	Sig. (2- tailed)	.000	.000	.000	.000	
	N	209	209	209	209	209

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

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussions, conclusions and recommendations for the study. The summary has been drawn from the findings in chapter four. Further recommendation for future studies has been presented.

5.2 Summary of Key Findings

The study recorded a return rate of 80% with questionnaire return rate being 75 while the interview schedule had a return rate of 100%. Female respondents were more than male respondents with 56.5% being female while 43.5% were male. Most the respondent were between the ages of 31-40 years with 62.7% being married. Majority of the respondents as presented by 22% had a monthly expenditure of between 20, 0001-30,000.

On decision making process, 85.6% were involved in the decisions made by the education project with the involvement being towards a moderate extent. Disciplinary issues mostly comprised the decisions that the community were involved in as shown by 33.5 %. Project sponsors were mostly involved in decision making process with 42.6% indicating planning phase as the most involving stage in while making decisions. It was revealed that to a moderate extent involvement in decision making affects the sustainability of educational projects. Involvement of Community in decision making process helps in achieving of projects long term objectives (mean 3.36). There was a positive strong correlation between community involvement in decision making process and sustainability of education projects as $r=0.734$ significant at $P(0.00) < \alpha(0.05)$.

84.7% were involved through capital contribution with labor being the most common form of capital contribution (38.3%). Community involvement in capital contribution moderately had an influence on sustainability of educational projects (mean 5.15). Community involvement in resource mobilization ensures community become more responsible to the success of the project and also leads to increased accessibility of the needed resources (3.13). A strong moderate

correlation existed between community involvement in capital contribution and sustainability of community education projects $r=0.692$, $p(0.00) < \alpha(0.05)$.

On involvement in project design, the study established that 63.2% were not involved in the design process with only 3.8% being involved. The design was further revealed to be moderately appropriate indicated by 43.1%. Face to face interaction was the medium used to introduce the community to the education project. It was further revealed that the opinions of the community members (65.6%) were undertaken with an aim of improving the design of the education project. Directors were mostly involved in the design phase of the project. On a small extent as indicated by a mean of 4.87, it was revealed that community involvement in the design phase of a project ensures sustainability of the educational projects. Involvement of Community in the design phase leads to an increase in community receptivity to the project as indicated by a mean of (3.03). A positive strong relationship existed between community involvement in project design and sustainability of educational projects $r=0.762$, $p(0.00) < \alpha(0.05)$.

The study indicated that 61.2% were involved in monitoring and evaluation of the educational project to a moderate extent. 72.2% revealed that monitoring was undertaken to ensure attainment of the objective of the project. Monitoring was mostly undertaken on a quarterly basis as presented by 15.8%. The reports of the monitoring process are usually availed to the community (mean 3.10) and further the feedback they give is usually incorporated in the education project (mean 3.10). A strong positive relationship existed between community involvement in monitoring and evaluation and sustainability of education projects with $r = 0.707$, $p(0.00) < \alpha(0.05)$.

5.3 Recommendations

Based on the findings of the study, it is recommended that:

Education projects need to actively engage communities from conceptualization, to implementation to ensure sustainability is achieved. Decisions need to be openly flaunted to communities and their opinions fully incorporated and implemented.

There is need for community to work together with education planner to design suitable educational projects that can be used in schools. These designs should range from academic to extra-curricular activities aimed to improve on the quality of education.

There should be a community committee involving all key stakeholders that can be charged with monitoring and evaluation of educational projects. A feedback should be given and it is upon this feedback that future projects can be founded on.

The community needs to be fully involved towards capital contribution of educational projects. Bridge international initially was started to provide quality education at affordable costs but there is need to start a charitable foundation for the needy students. This will help fulfill the organisations' objective. This foundation should be fully run by the community members to help ensure sustainability.

5.4 Suggestions for Further Studies

Bridge international schools are founded on a different approach from the education system of Kenya. One of its key characteristics is based on use of technology and advanced forms of learning that involves use of a tablet that delivers the learning methodology to all learners of different ages. Future studies need to be undertaken on effectiveness of automation systems in delivery of education to primary going children.

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APPENDICES

Appendix A: Transmittal Letter

Moses Nashon Onjolo,
University of Nairobi.
Department of Extra Mural studies
Nakuru.

Dear Respondent,

RE: INFLUENCE OF COMMUNITY INVOLVEMENT ON THE SUSTAINABILITY OF EDUCATION PROJECTS IN NAKURU WEST SUB COUNTY.

I am a postgraduate student of University of Nairobi, undertaking a research project on the influence of community involvement on the sustainability of education projects in Nakuru Sub County. You have been selected to participate in this study. The information collected will be treated with outmost confidentiality and it will be used for educational research only.

Your participation in the study will be highly appreciated.

Thank you in advance.

Yours sincerely,

Moses Nashon Onjolo

L50/70152/2015

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Appendix B: Survey Questionnaire

Dear Respondent,

Please tick (✓) or fill the space provided where appropriate.

MATTERS TO NOTE;

- i) The Information given on this questionnaire will be held in strict confidence and will be used only for the purpose of the study.
- ii) If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.

Thank you.

SECTION A: Background of Respondents

Please answer the following questions by placing a tick () where necessary in the spaces provided.

1. What is your gender?

Male () Female ()

2. What is your age?

18 – 30 years () 31 – 40 years () 41 – 50 years () 51 – 60 years () Over 60 years ()

3. What is your marital status?

Single () Married () Separated () Divorced () Widowed ()

4. What is your religion?

Christian () Muslim () Traditional () None ()

5. What is your monthly expenditure?

Below Kshs. 10,000 () Kshs. 10,000 – Kshs. 20,000 () Kshs. 20,001 – Kshs. 30,000()
Kshs. 30,001 – Kshs. 40,000 () Kshs. 40,001 – Kshs. 50,000 () Above 50,000 ()

6. What is your highest academic qualification?

Primary Education [] Secondary Education []
Certificate [] Diploma []
Bachelor's degree [] Post graduate []

7. What is your occupation?

8. Which other professional training do you have?

Section B: Community Involvement in Decision Making

9. a) Is the community involved in decision making on matters pertaining to educational projects?

Yes () No ()

b) If yes, what is the extent of this?

Always () Moderately () Rarely ()

c) If no, explain.

10. If yes in question 9, what decisions are you involved in?

School development issues []

Extra curriculum activities []

Examination and overall performance []

Physical facilities and amenities []

Disciplinary issues []

Any other [] _____ explain

11. Rate the extent in which the decisions you make as a community are effected in the implementation stage of educational projects. With 1 being minimal while 10 represents to a very large extent.

1 2 3 4 5 6 7 8 9 10

12. At what stage of your school project are decisions made?

During conceptualization phase

Planning phase

Formulation phase

Implementation phase

I don't know

12. Who are involved in making decisions in your project?

Project manager

Project employees

Project sponsors

Community leaders

Community members i.e. parents

Others (specify)

13. Rate the extent to which community involvement in decision making affects the sustainability of educational projects?

Small extent [] Moderate extent [] Large extent []

14. How does community involvement in decision making influences on the sustainability of education projects? (Please tick *as appropriate between a scale of 1-5, where 1 means strongly agree, 2 means agree, 3 means neutral, 4 means disagree and 5 means strongly disagree*).

5 4 3 2 1

Help in achieving project long term objective

Create sense of project ownership by community

Lead to solving specific problems in the community

15. Indicate your feelings on the following statement. 5 represents strongly agree, 4 agree, 3 neutral, 2 disagree and 1 strongly disagree.

	5	4	3	2	1
The skills and capabilities of local societies and groups to decide for themselves about the development projects are undermined					
I always feel satisfied with the decisions made by the management of the development projects					

Section C: Community Involvement through Capital Contribution

16.a) Do you feel involved in capital contribution to enhance execution of this educational projects?

Yes

No

b) If yes, what is the extent of this involvement?

Always () Moderately () Rarely ()

c) If no, explain.

17. What type of resources comes from the community?

Finance

Labor

Social capital

Materials

Others (specify)

18. To what extent has this educational project involved community in resource mobilization?
 (Please tick *as appropriate between a scale of 1-5, where 1 means no change, 2 means to a very small extent, 3 means some extent, 4 means to a large extent and 5 means to a very large extent*).

	5	4	3	2	1
Contribution of financial resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of labor for technical work of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provision of labor for non-technical work of project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supply of material for execution of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. In a scale of 1-10, rate how community involvement in capital contribution influences on sustainability of educational projects. 1 represents not involved while 10 very involved.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

20. How does community involvement in resource mobilization influences on the sustainability of educational projects? (Please tick *as appropriate between a scale of 1-5, where 1 means strongly agree, 2 means agree, 3 means neutral, 4 means disagree and 5 means strongly disagree*).

	5	4	3	2	1
Increases accessibility of needed resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduces project dependence on the fund from donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community receptivity on the project is increased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community become more responsible to the success of the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (specify)					

Section D: Community Involvement in Project Design

21. Were you involved in the design of this educational project?

Yes

No

b) If yes, what is the extent of this involvement?

Always () Moderately () Rarely ()

c) If no, explain.

22. Rate the appropriateness of the design of this educational project

Not appropriate [] moderately appropriate [] Very appropriate []

23. How were you introduced to this project?

Called for consultation before start of programme []

Through adverts []

Face to face interaction []

Any Other [] _____

24. Are your opinion from time to time undertaken with an aim of improving the design of this educational project?

Yes [] No []

25. Who are involved in the project design phase of this educational project?

Directors

Project sponsors

Local leaders

Project employees

Project sponsors

I don't know

Others (specify)

23. Rate the effectiveness of community involvement in project design towards ensuring sustainability of educational project?

Not effective										Very Effective				
0	1	2	3	4	5	6	7	8	9	10				

24. How does community involvement in designing a project influences on projects sustainability. (Please tick *as appropriate between a scale of 1-5, where 1 means strongly agree, 2 means agree, 3 means neutral, 4 means disagree and 5 means strongly disagree*).

	5	4	3	2	1
Clear understanding of goal and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acceptance of project by community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community feels part and parcel of project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase Community receptivity by member of community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (specify).....					

Section E: Community Involvement in Project Monitoring

25. a) Is community involved in the monitoring of your project?

Yes

No

b) If yes, what is the extent of this involvement?

Always () Moderately () Rarely ()

c) If no, explain.

26.a)Is this educational project monitored to ensure the attainment of objectives?

Yes

No

I don't know

b). If yes, how often are your projects monitored

Daily

Weekly

Monthly

Quarterly

Semi annually

Others (specify)

c)If no, explain.

27. Rate the effectiveness of community involvement in project monitoring towards ensuring sustainability of educational project?

Not effective

Very Effective

0 1 2 3 4 5 6 7 8 9 10

28. The following statements are related to monitoring of community educational projects.

Indicate your sentiments by SA-strongly agree, A-agree, N-neutral, D-disagree, SD-strongly disagree.

Statement	SA	A	N	D	SD
The reports of the monitoring exercise are always availed to me					
I avail myself to give information on the progress of the project					
My feedback is usually incorporated in projects					

Appendix C: Interviews Guide for Project Staff

MATTERS TO NOTE;

- a. The information given on this interview will be held in strict confidence and will be used only for the purpose of the study.

SECTION A: Background of respondents

- 1. Name of Institution _____

- 2. Job designation _____

- 3. Duration of employments _____

Section B: Community Involvement in Decision Making

- 4. a)Is the community involved in decision making on matters pertaining to educational projects?

- 5. In what ways is the community involved in decision making?

- 6. At what stage of your school project are decisions made?

- 7. Who are involved in making decisions in your project?

- 8. Do you think community involvement in decision making influences of the sustainability of this educational project?

Section C: Community Involvement through Capital Contribution

9. Is the community involved through capital contribution on matters pertaining to educational projects?

10. In what ways is the community involved through capital contribution?

11. Do you think community involvement through capital contribution affect the sustainability of your project?

Section D: Community Involvement in Project Design

12. Is the community involved in project design on matters pertaining to educational projects?

13. In what ways is the community involved in project design of this educational project?

14. Do you think community involvement in project design influences on the sustainability of your project? (**Explain how**)

Section E: Community Involvement in Project Monitoring

15. Is the community involved in project monitoring on matters pertaining to educational projects?

16. In what ways is the community involved in project monitoring?

17. Do you think community involvement in project monitoring influences the sustainability of your project? (Explain)

Thank you.