

**DETERMINANTS OF COMMUNITY PARTICIPATION IN DEVELOPMENT  
PROJECTS IN TANA RIVER COUNTY, KENYA**

**BY  
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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS  
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## DECLARATION

This research project report is my original work and has not been presented for examination to any other institution.

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## **DEDICATION**

The research project report is dedicated to my family and all those who gave me moral and financial support to undertake the project with ease.

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## **ABBREVIATIONS**

**CD-** Community Development

**CP-** Community Participation

**VEC** - Village Education Committee

## ABSTRACT

Despite the emphasis of citizen participation in policy formulation and implementation by the Revised Kenyan Constitution 2010, policymakers have inadequate information about the determinants of community participation in development projects since research has yielded mixed results. The purpose of this study was to investigate the determinants of community participation in development projects in Tana River County, Kenya. The objectives of the study were to determine extent to which the level of education, culture, household income and project leadership influences community participation in development projects in Tana River County. In the study the dependent variable was community participation while the independent variables included the level of education, household income, project leadership and culture. This study employed a descriptive survey research design. The researcher used community awareness of the project, access to project data and involvement in project planning as proxies for community participation. To measure the independent variables the proxies for the level of education were community communication and use of knowledge; the proxies for culture were community beliefs and values and gender roles. Household income was measured by land size, number of livestock owned by the household and number of people employed in the household. Project leadership was however measured by the leadership style, level of reporting and disclosure and leaders election. The researcher used stratified random sampling technique to draw a sample 70 respondents from the list of beneficiaries of education, infrastructure, water and sanitation, agriculture and sports projects implemented between 2011 and 2015 in Tana River County. Data was collected using questionnaires. The research findings indicated that 98% of the respondents were of the opinion that the level of education very much influences community participation and people with secondary education are more likely to participate in development projects as compared to other levels of education. In terms of culture 89% of the respondents cited that culture very much influences community participation and hierarchal interrelationships are the major for community participation. It was also observed that male members of the community are more likely to participate in development projects as compared to female members. 86% indicated that project leadership very much influences community participation and it was also observed that demographically elected project leaders are more likely to be respected and accepted to mobilize the community to participate in development activities. However only 14% of the respondents indicted that household income very much influences community participation but 67% indicted that household income has a slight influence on community participation. On the basis of the research findings the researcher concluded that the determinants of community participation in development projects in Tana River County are level of education, culture and project leadership. The Researcher could however not draw conclusions on the influence of household income on community participation and therefore suggests that further research should be conducted using a different measure of household income for instance farming, livestock production, employment among others to determine the influence of specific income sources on community participation in development projects. The researcher established that 62% of the respondents were illiterate and hence the level of education is low across households in Tana River County, it is therefore recommended that the government should put in place deliberate measures to improve literacy levels in Tana River County to enable meaningful participation as effective participation requires some level of literacy.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Community participation as a concept originated from Africa and Asia over four decades in the past following a movement in community development in colonial times. The administrators in the colonial times viewed the development in communities as a local welfare improvement means, involving the locals in administration through training and activities of self-help (McCommon, 1993). Recently, community participation has evolved as a major model of development and a success basis for local development initiatives. The World Bank (2004) views participation as a step-wise cavalcade by which stakeholders affect and have control on the initiatives of development and the resources and the decisions which influence them nonetheless Cleaver (2006) desires that participation is taken as faith in development matters as people believe wholeheartedly and don't question.

In Uganda, community groups gained prominence between 1986 and the 1990s when Structural Adjustment Programs (SAPs) and decentralized governance were introduced. The main focus of SAPs was the elimination of government subsidies, liberalization of trade, and privatization. Decentralized governance aimed for responsibilities and functions, power-transfer that are used for implementation after planning in the extension of agricultural services starting from government at the national level to the local county administration which locals citizens play active roles (Bahigwa et al., 2005). In this context, local community groups were promoted by donors, state and practitioners as an important means to empower the communities and activate their participation. This has led to improvement of service quality.

In Kenya, citizen participation and decentralized governance was introduced by the Revised Kenyan Constitution 2010 to promote and protect the minority interests and rights, groups that have been marginalized and their subsequent communities. This also encompasses provision of information for making and implementation of regulations, laws and policies. Which includes the development proposal approval, budgets and projects (County Government Act, 2012). In this

way the participation of the local community groups in development initiatives will increasingly contribute to project ownership and sustainable achievements (Ali, 2013).

Despite the local groups being recognized in their role in intervention on development issues but a deficiency of studies is evident (experimental) concentrating on such group involvement (Behera & Engel, 2006; La Ferrara, 2002; Sanginga et al., 2001), why people participate in development projects is still unknown though little info is available. This information is important given the increasing role of local participation in community development efforts. This study complements existing literature by investigating the determinants of participation of communities in project development in Tana River County.

## **1.2 Statement of the Problem**

According to Freire (1970) in the struggle to liberate oppressed communities the people themselves should decide on the content of their own development. It is therefore no longer necessary to justify that local knowledge and participation by as many stakeholders as are interested is crucial for effective development of affected communities. Sustainable community development should thus be based on survey of those issues that communities have strong feelings about for instance the issues that give the community joy and hope, fear, worry, anger and sorrow.

The role of community participation has to be recognized, this is through promotion of the same as effective involvement vehicles in initiatives of development of the members of the community for achievement of sustainable growth. A study done previously on this facet has given mixed bag of results portraying that there was need for further research. In Uganda Sseguya, et al (2013). Sseguya, et al (2013) in Uganda did a survey on determinants of leadership and involvement in groups on food safety in the south east of Uganda and time-honored that group involvement was positively related with age of household size, house hold head, and health facilities of food security groups and proximity to trading while group leadership was absolutely related with the educational level of the land size, household head, and non-agricultural sources of income.

In Kenya Fadhil (2012) established that the general community attitude toward Constituency Development Fund project, degree of openness, inclusivity, culture, literacy level of the community and the location of the CDF office influenced community involvement in (CDF) Constituency Development Fund projects in Moyale District.

A number of factors most notably heterogeneity of community, wealth status of household head, gender of household head, membership in other social networks and geographical location have been suggested as key determinants of participation. Tana River County is home to numerous NGOs and over time a number of projects have been initiated to improve the livelihood of the community. However despite this numerous efforts most individuals are reluctant to participate in the development projects and as a result the development initiatives have hardly developed the community as shown by economic statistics. The Socio-economic Atlas of Kenya, 2014 observed that the Rich- Poor wealth gap in Tana River County is 46% which is highest in the Country while the Kenya national demographic survey places Tana River County poverty index at 76.9 and illiteracy level at 66.1%. This study pursues to explore the causes of community partaking in development projects in Tana River County to establish whether the results from the previous studies could be replicated.

### **1.3 Purpose of the Study**

The drive of this research was to investigate the determinants of community participation in development projects, a survey of community development projects in Tana River County.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i) To ascertain the magnitude to which the level of education influence community participation in development projects in Tana River County.
- ii) To determine the extent to which culture influence community participation in development projects in Tana River County.
- iii) To determine the extent to which household income influence community participation in development projects in Tana River County.
- iv) To determine the extent to which project leadership influence community participation in development projects in Tana River County

## **1.5 Research Questions**

This research study answered the following questions:

- i) To what extent does level of education influence community participation in development projects in Tana River County?
- ii) In what ways does culture influence community participation in development projects in Tana River County?
- iii) How does household income influence community participation in development projects in Tana River County?
- iv) What is the influence of project leadership on community participation in development projects in Tana River County?

## **1.6 Research Hypothesis**

The following research hypothesis was tested:

- i)  $H_1$ : Level of education influences Community participation in development projects in Tana River County
- ii)  $H_1$ : Culture influences Community participation in development projects in Tana River County
- iii)  $H_1$ : Household income does influences community participation in development projects in Tana River County
- iv)  $H_1$ : Project leadership influences community participation in development projects in Tana River County

## **1.7 Significance of the Study**

The study will be used by the government and NGOs to understand the determinants of community participation in development projects which will help them institute mechanisms to encourage local participation. To the researchers the study will build on the existing body of knowledge and form a basis for further research work. Researchers who wish to study the area of



community participation will be made aware of the determinants of community participation in development projects in Tana River County. This can prompt them in conducting further studies on Community Participation in future, and thereby adding to their existing knowledge on community participation.

### **1.8 Assumptions of the Study**

- i) The higher the income, the higher the community participation in Tana River County
- ii) Individuals would need a minimal level of education in order to know about community Projects and to participate actively in development initiatives in Tana River County
- iii) Project leadership is positively associated with community participation in development projects in Tana River County
- iv) Community participation in development projects is strongly influenced by socio-culturally prescribed family and gender roles in Tana River County.

### **1.9 Delimitations of the Study**

The study was carried out within Tana River County in areas where community development projects have been initiated and focused only on the determinants of community participation in the development projects initiated.

### **1.10 Limitations of the Study**

The study is confined to Tana River County and hence the results may not be generalized to a demographically-similar community elsewhere within Kenya or in another African country. This does not however negate its role to inform on the community participation model. Similarly, not all the possible determinants of community participation in development projects may have been covered in the study.

### **1.11 Definition of Significant Terms**

**Community participation** is the voluntary involvement of the community in identifying the problems; developing actions and putting them into place to enable the community members organize themselves and take responsibility for managing their problems.

**Culture refers** to the behaviors, beliefs, values, and symbols that people in a community generally accept without thinking about them, and that are passed along by communication and imitation from one generation to the next.

**Level of Education** refers to the level of skills and knowledge acquired i.e. illiterate, primary school, high school, or college.

**House hold income** refers to the total estimated value of agricultural, non-agricultural and livestock holding maintained by the household

**Project leadership** is a group of individuals responsible for the day-to-day operational management of the project and co-ordination of the different project activities.

### **1.12 Organization of the Study**

The study was segmented into 5 thematic areas, five chapters. The first chapter contains the introduction which covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significance of the study, the assumptions as well as the limitations and delimitations of the study in addition to definitions of significant terms and the organization of the study.

Chapter two contains the literature review of the study. In this chapter, the researcher has presented the concept of community participation, importance of community participation, community participation and the project cycle, the concept of community development, theoretical framework, and empirical literature on the influence of education, culture, household income and project leadership on community participation in development projects. The conceptual framework and summary of chapter is also contained in this chapter. Chapter three will look into the study design, the target population, data collection methods, reliability and validity of the instruments to be used in research and data collection processes /procedures. The chapter also includes the moral considerations of the research study, data presentations and data analysis, and the operational definition of variables. Chapter four will look into the data analysis aspect and the presentation and interpretation of findings. The last chapter (five) will explore the summary of the findings from the study, discussion of the findings from chapter three and four and it this chapter will give recommendations and the proposals for further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The chapter delves in into diverse scholarly work that were done previously and also expounds on terms that relate to what determines community participation in projects that concern developments. The history and current problem status and a review of previous studies is also covered here.

#### 2.2 The Concept of Community Participation

Oakley & Marsden (1999) defines this concept as the way in which communities harnesses their capacity in order to add to the individual and the development of the community at large. This may include the whole community, families and individuals. Paul & Bamberger (1987) nonetheless asserts that, the concept refers to the non-passive steps where recipients affect the course and the implementation of projects rather than just being beneficiaries. Paul (1987) postulates that analysis of participation of the community is three pronged, thus; the objectives, the depths and the tools used to execute it. The objectives being (a) enablement, (b) harnessing recipient capacity, (c) amassing the effectiveness of projects (d) refining project efficacy and (e) sharing of costs.

Aubel & Samba (1996) saw that the same involves a gamut of activities. These activities is demarcated by non-insiders to the ownership and management of activities that are developed predominantly by members of the community and the pillar of these initiatives of development based in the community is the non-passive action of the members in the project implementation and design.

##### 2.2.1 Importance of Community Participation

Lancaster (2002) postulates that the participation of the community adds to the sustainability of the project as they learn how to correct and adopt project changes. The people's interest is also protected as they are able to get and do activities independently thereby enabling self-reliance and dignity. By communities participating they are better placed to enhance project success as

they are adept with skills and wisdom as they comprehend their needs more than foreigners. In so doing they have the multiplicity effect of new project ideas and thus can easily disseminate the same to other communities and hence growth. Participation promotes project ownership in some sense thereby project maintenance and protection becomes easy even after the exit of the donor(s) as in the case of school buildings. Participation enables self-reliance even after the exit of the donor(s) because it builds capacity amongst the members of the community to handle the implemented projects.

### **2.2.2 Community Participation and the Project Cycle**

The phases of a project from the start to finish encompass the project cycle. With each phase having its own issues and priorities there are four major phases (initiation, planning, implementation, and closure) (Watt, 2014). In the early stages of the project cycle, the feasibility of community participation (CP) should be weighed. For example, with a trained scientist (social) the leader of the project may gather info on the way recipients, community role; power relations et cetera affect the project. In planning the recipient need analysis should be done, the results of which would be used to design and align the project with the community capacities and needs. Suffice to say, judgement on the feasible CP objectives should be made. Reconnaissance info gathered will be of use in this phase.

Upon the identification of a feasible CP objective, consultations on the community role should be started to determine specific tasks that will be included in the project design. In implementation, supervision should also be conducted to check the cavalcade of CP and input delivery to the community. Frequent visits to project recipients would make the project leader determine whether its viable or not thus judge whether it should be closed or not(Rose, 2003).

### **2.3. The Concept of Community Development**

Jeppe (1980) asserts that community development is an open process where wee, densely adjoining communities are helped by communities that are more developed to attain better sio-economic life standards through their own efforts in participation in stage-wise of selection of objectives, resource mobilization and project execution. Todaro (1994) says that community

development is a multi-faceted process that encompasses an anti-retrogressive change that better the lives of the people in the community.

This process of community development is cyclic. It needs the CP at every stage of the way in order for effective interventions. The first step in CP is to pin-point sustainable development interventions through mobilization of the target community and raise awareness in problem identification. After which, the future vision of the community is identified by knowing its desired end (Green, 2007) then necessary procedures and actions are taken to attain the objectives and goals. In implantation there is project monitoring to give pointers of the need for corrections in order to plan step-wise accordingly (Green, 2007).

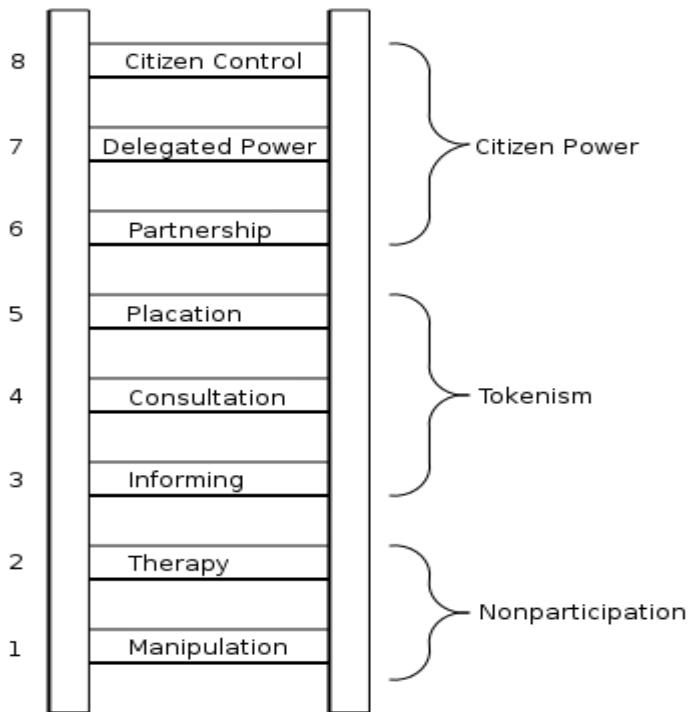
## **2.4 Theoretical Framework**

This section gives a sneak overview of the major theories proposed with a bid to understand and appraise practice and structure participation. It provides a theoretical context for the study.

### **2.4.1 Arnstein's ladder of participation Theory**

It emanated from the seminal work of Arnstein (1969) on community participation. The scholar identified eight distinct tiers of participation as shown in Figure 1 below.

#### **Figure 1: Ladder of Participation (Arnstein, 1969)**



The main drawback of this framework is that each step is too broad and might include a gamut of experiences. For instance, at the informing level, there could be major variances in quality and type of the info disseminated. In a more real sense, the participation levels are most likely to give a more complex gap than a series of simple steps. The ladder-use implies that less control is not preferred than more control, but increased is un-desirable by the community and it may fail if it lacks the necessary support.

#### **2.4.2 Ladder of Citizen Empowerment Theory**

Burns et al (1994) improved Arnstein's ladder and postulated an empowerment theory of that shifts participation to the empowerment of communities and more so individuals. The need to modify the theory came from the rise of power from citizen consumers and thereby their choice. Here, for decision making in the public domain, the people should take individual responsibility.

**Figure 2: A ladder of citizen empowerment (Burns et al, 1994)**

CITIZEN CONTROL
12. Independent control
11. Entrusted control
CITIZEN PARTICIPATION
10. Delegated control
9. Partnership
8. Limited decentralized decision-making
7. Effective advisory boards
6. Genuine consultation
5. High quality information
CITIZEN NON-PARTICIPATION
4. Customer care
3. Poor information
2. Cynical consultation
1. Civic hype

This model is more understandable than Arnstein’s ladder. There is a qualitative different level breakdown. For instance, dissimilarity is drawn between genuine and cynical consultation and between independent and entrusted control by the citizenry. The sensation of civic tingling is enshrined at the ladder bottom fundamentally using the participation of communities as a task in marketing by selling the desired goal to the community.

**2.4.3 Continuum of Involvement Theory**

This theory came about from how the UK remake context was and is a reflection of participation in the philosophical cavalcade. The proponent of this theory was Wilcox (1999) and it gives different tiers of participation. These levels are acceptable in diverse settings and contexts, the cavalcade asserts the nontransferability of power but value is still beholden in the processes.

Contrary to Arnstein's interpretation, this theory is viewed as one that brings about control by the citizenry. In other contexts, this thought move was developed further to describe as continuum the involvement levels.

The five interrelated community participation levels branded by Wilcox are sketched in figure 3 below.

**Figure 3: (Wilcox, 1999) Participation ladder**

Information
Consultation
Deciding together
Acting together
Supporting individual community initiatives

## **2.5: Empirical literature**

### **2.5.1 Level of Education and Community Participation in Development Projects**

The stimulant to participation from a social perspective and the influence on participation by farmers was established as education by Lise (2001) and therefore it's an important tool in motivating the participation of locals in diverse management that are development oriented in nature. Dolisca et al (2006) found that the heads of homes that have a basic primary schooling were more ready to engage in economic actions the illiterate ones nonetheless Godquin and Quisumbing (2006) had varied views on the same, they postulate that those with less formal education will engage less in projects in the community.

Nelson et al (1960) assert that the extent of the significance of education depends on the pattern and also as the participatory pattern. In the organizations that are not related to the church there is a great correlation between the participation and education, and the same increases with increase in the level of education. Mohamud (2011) said that the problem with illiterates is their inability to articulate issues with vehemence and gusto. Hence due to their illiteracy they can't participate in projects. For meaningful involvement the projects education is key.



Khan (2009) asserted that the root causes of non-participation of the unlearned is the lack of technical know-how on how a project is. Thus the elites of a certain community are feared to collude with the local administration in fund embezzlement and thereby not meeting the needs of the population.

### **2.5.2 Culture and Community Participation in Development Projects**

Females in most African communities are non-participatory naturally. They are un-willing to be involved in development projects. This attitude is destructive by its own right and therefore should be dissuaded (Wild and Marshall 1999).

Bangladeshi rural areas have a principle of caste systems whereby interpersonal relationships are deemed important and that juniors should obey the seniors, and that consultations in every facet of the project should be done. This makes the decision making be restricted to the seniors and those in the upper echelons of the caste system. Unwillingness of those enlightened to participate in rural initiatives weakens the level of participation (Mohammed 2011).

La Ferrara (2002) in Tanzania concluded that there is a less likelihood for persons to join heterogonous group communities where there is varied benefits based in cultural beliefs and needs. The variation in culture and belief systems determines the commitment and enthusiasm to the activities of the group thus participation in the community. Varughese and Ostrom (2001) said that groups that are a subset of heterogeneous communities are mostly distrustful and thereby lack mutual understanding and therefore are laden with conflicts and will have a hard time in self-organization.

Mutua (2013) in Kenya observed most communities don't participate in CDF projects due to cultural issues. The study concluded that due to Islamic beliefs there is major consultation between the projects proponents and the local elites in concomitance with the seniors and guardians before any major decision is done. The hierarchy principle is morally right and is acceptable. Cultural factors are considered as the major reason for non-participation amongst the common people (Omweri, 2011).

### **2.5.3 Income Level and Community Participation in Development Projects**

A study by Afsar (1999) revealed that the reason behind the limitedness of poor people's involvement in local development activities is the widespread corruption and the over-class bias that is leading to severe neglect of the less fortunate and the less privileged in the process of decision making. Siddiqui (1994) asserts that in Pakistan the widespread involvement at the grassroots level is tremendously limited and only people with robust socio-economic and a good political background have some opportunity to declare their status and positions in the development administration while the background sections of the locale that is the poor and the less fortunate that have limited access to or no scope for participation except in electing their local and national leaders.

Muhammad (2011) added that moderately the fortunate (rich people) avail themselves when opportunities arise this is in contrast with the poor who are disadvantaged just remain outside the jurisdiction of participation in the development projects in Bangladesh. Subsequently the poor people are scarcely included in project implementation committees as the committees are mostly subjugated by people with strong socio-economic or political background. In addition, project committees are largely used as apparatuses of patronage distribution and development projects have been a means for the local representatives to build a future for themselves. He further identifies that prevailing socio-economic and political contexts act as important deterrents to grassroots participation in the development process.

La Ferrara (2002) viewed that the haves in the society don't usually participate in group activities. Weinberger and Jütting (2001) and Beard (2005) established a phenomenon that is postulated as 'effect of the middle class' where humans in the middle class are likely to be involved in group participation. Contrariwise, Sanginga et al. (2001) established that there was no concomitance whatsoever in the categories of wealth between non-group and group members.

Behera and Engel (2006) said that in some cases regarded involvement in participation in community projects as a waste of time as they could use the time to generate income for their households. Exceptionally, Sanginga et al. (2001) asserted group involvement between the rich

and the poor was ubiquitous and cut across. Since existing research has provided completely plausible and consistent empirical results regarding the influence of income levels as a determinant of community participation, this study was conducted in order to contextualize the situation with regard to local community participation in Tana River County.

#### **2.5.4 Project Leadership and Community Participation in Development Projects**

Barki (1989) asserts that project leadership impacts or influences individual perceptions and personal behavior in terms of their efficacy, actualization, attitudes, and self-esteem etc and provokes them to put more efforts in the direction of a certain objective or goal. Community participation is real activities and behaviors relating to the development project and user participation is one's perception of the project in terms of its relevance and its performance Hartwick (1994).

Project leadership plays a significant role of noticeably defining how community members should be engaged and for what objective their possible contribution is directed consequently facilitating a meaningful interaction of members of the community Dyre 2004. Thite, M (2000) detected that the leadership behaviors of a project leader are likely to be confidently related with user involvement and user participation in the development of a project. Precisely, the behaviors displayed by a leader of a project are likely to sway community-project responsibility, relationship, and hands-on activity of users in ways to inspire more involvement as it impacts the community's psychological state in ways to exceed their perception of the project.

Wily (2003) argues that community participation in public development projects solemnly hinge on how the revelers are lead and governed plus the level of democratic governance has direct bond with peoples' interaction in the public development projects.

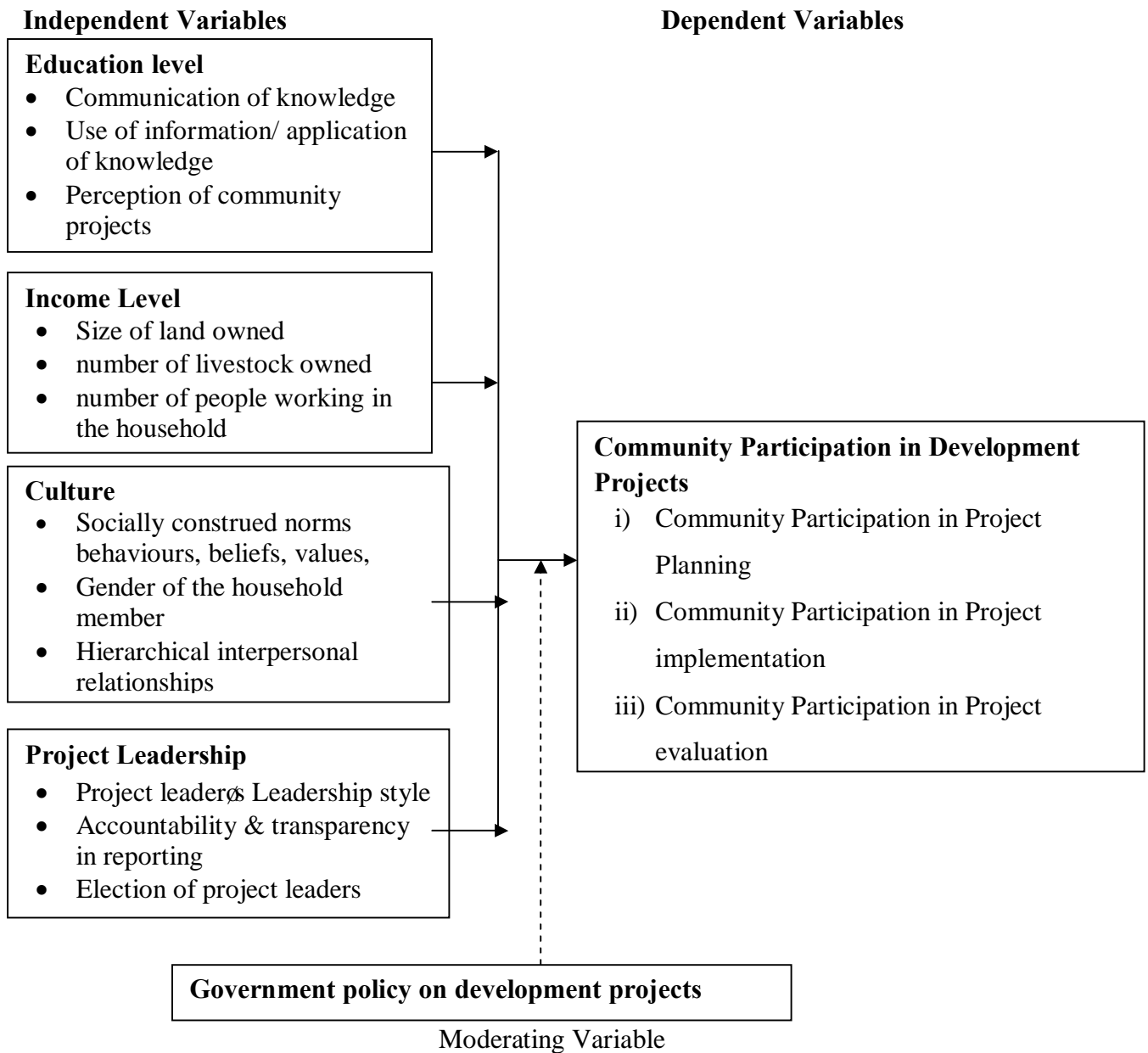
In a study on authority factors affecting community participation in public development projects in Meru district in Tanzania (Arusha), and Namusonge, Muro (2015) time-honored that project leaders constitutionally elected by the members of the community become highly respected and highly accepted to mobilize people into public development projects. Muro and Namusonge (2015) also noted that involvement of community in public development projects was motivated and dependent by the kind of leadership style that observes principles of good governance.

House (1988) asserted that management by exception and contingent reward were positively linked with the participation of the user while intellectual stimulation, inspirational motivation, idealized influence, and individualized consideration augment user participation to a larger extent. Bass and Avolio (1993) added further that management by exception behaviors and contingent reward impact participation of the user activities that are contractually and structured bidding in the development of the project such as estimating, review of project work and tasks, formal requirement analysis, defining output/input formats, monitoring and requesting the project development costs and any projects layout while inspirational motivation, idealized influence, individualized consideration and intellectual stimulation are effective in manipulating users assume a stake of responsibilities in choosing key positions in a project and the relevant project components and share the accountability for overall success of the project aspects.

## **2.6 Conceptual Framework**

The conceptual framework outlines the independent, moderating variables and dependent variables as discussed in the literature review. In the study the independent variable are; education level, income level, culture, project leadership. The deputations for level of education were recognized as use of knowledge and communication while the proxies for the second independent variable culture included values, community beliefs, and gender roles. Proxies for household income were however identified as number of livestock, land size, and number of people employed in the homestead while the proxies that measured leadership style were; level of reporting and disclosure, leadership style and leaders election. Figure 1 on conceptual framework shown below echoes the same.

**Figure 1: Conceptual Framework**



## 2.10 Summary of Chapter

Community participation is a comprehensive and broad societal trend resulting from a civil, conscious democratic, and political cultural process and henceforth cannot take place in seclusion as it is repressed by diverse factors and even the state itself in its anti-participatory mode constrains contribution.

The literature acknowledged an insight into the determinants or factors of participation of the community in development projects in the contexts of other areas rather than Tana River County. Conversely, due to sectorial, contextual and legislative differences affecting communities in the areas studied the studies may not be presumed to analyze and explain the determinants of community involvement in development projects in Tana River County. It is in view of these that the research study will examine the determinants of community participation in projects on development in Tana River County.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter elucidates the research methodology that will be used in carrying out the study. This chapter intends to cover the following segments research design, target population, sampling size and sampling procedure, data collection instruments, validity and reliability of the research instruments, data collection procedure, data analysis techniques, ethical considerations, and operational definition of variables.

#### 3.2 Research Design

The research design that the study will employ will be a descriptive survey design. This kind of a research design (descriptive survey) is usually regarded suitable because the research study intends to investigate or analyze the determinants of community participation in development projects and this kind of research design (descriptive survey) is appropriate for collecting information concerning the prevailing situations or conditions for the intentions of interpretation and description (Chandran, 2004). It will therefore be apposite for facts as it incorporates interpretation, comparisons, proper analyses, relationships and identification of trends.

#### 3.3 Target Population

Target population represents the members of hypothetical or real set of people, objects or events the researcher or investigator opts to generalize results of the study Mugenda and Mugenda (2003). The study aimed at finding out determinants of community participation or involvement in development projects in Tana River County. Thus it aimed at targeting all community developments projects instigated in Tana River County for a period of 5 years (from July 2011 to June 2015). The results obtained from the list obtained from the County projects coordination office in Tana River County revealed that there were a hundred (100) projects as at July 2015.

The breakdown on the 100 projects at Tana River County were as follows; 36 projects involve water and sanitation, 26 are infrastructure projects, 23 projects are in the education sector, 12 are agriculture related projects while the remaining 3 projects involve sports and recreation. The

respondents included 10 project beneficiaries for each project established. The target population for the study is 100 respondents from different sub-counties and different economic sectors as tabulated below.

**Table 3.3.1 The Community Development projects in Tana River County from 2011 - 2015**

<b>Economic Sector</b>	<b>Sub</b>	<b>Galole sub-county</b>	<b>Garsen Sub-county</b>	<b>Bura Sub-county</b>	<b>Total</b>
Water and Sanitation		18	10	8	<b>36</b>
Infrastructure		12	8	6	<b>26</b>
Education		10	8	5	<b>23</b>
Agriculture		4	6	2	<b>12</b>
Sports and recreation		1	1	1	<b>3</b>
<b>Total</b>		<b>45</b>	<b>33</b>	<b>22</b>	<b>100</b>

### **3.4 Sample Size and Sampling Procedure**

Literature according to Mugenda and Mugenda (2003), sampling as a methodical selection of demonstrative cases from the larger population. The objective of sampling is to get precise experimental data at a portion of the cost that it would take to study all probable cases. The respondents were selected using the stratified random sampling technique. Out of the 100 community based development projects in Tana River County the researcher steered a census survey of the 35 community development projects from which 2 households beneficiaries were randomly selected from the list of project beneficiaries that were obtained from the project implementation office. From the information depicted in table 3.2 below the sample size for the research study is 70.



**Table 3.2: Sample size**

<b>Sub-county Sector</b>	<b>Galole sub-county</b>	<b>Garsen Sub-county</b>	<b>Bura Sub-county</b>	<b>Total</b>
Water and Sanitation	10	6	6	<b>22</b>
Infrastructure	8	6	4	<b>18</b>
Education	6	6	4	<b>16</b>
Agriculture	2	4	2	<b>8</b>
Sports and recreation	2	2	2	<b>6</b>
<b>TOTAL</b>	<b>28</b>	<b>24</b>	<b>18</b>	<b>70</b>

### **3.5 Data Collection Instruments**

Both primary and secondary data covering a period of five (5) years from July 2011 to July 2015 were gathered. Project reports of the respective development projects sourced from project implementation unit were used in obtaining secondary data while Questionnaires that were developed and personally administered by the researcher were used to generate primary data. The questionnaires were administered to the household members identified as project beneficiaries in the target development projects. The questionnaires that were developed and personally administered by the researcher in every household member identified as project beneficiaries in the target development projects was used to generate primary data.

### **3.6 Validity and Reliability of the Research Instruments**

Validity and reliability of research instruments pursues to that the outcomes obtained meet the desires of the scientific research method and to ensure replicability and objectivity of the research study. When research instruments are reliable and valid other investigators or researchers are able to execute precisely a similar experiment, under similar circumstances and be able to achieve similar outcomes. The validity and reliability of the instruments are discussed below:

#### **3.6.1 Validity of the instruments**

Borg Gall (1985) argues out that validity is often defined as the degree to which an instrument measures what it purports to measure. It refers to the gradation to which any measurement

approach or instrument succeeds in describing or quantifying what it is designed to measure. Both content validity and face validity will be checked. Face validity referred the possibility that a question would be misunderstood or misinterpreted. The researcher will conduct a pilot study to modify and identify questions in the questionnaire likely to be misinterpreted or misunderstood. Borg and Gall (1985) asserts that validity of an instrument is value-added through expert or skilled judgment. The expert judgement of the examiners and supervisor in proposal defense will help improve content validity. To ensure that the research instruments essentially measure what it is envisioned to measure the researcher will constantly engage other experts and the supervisor in the field of community development to evaluate and ascertain the specific items to measure while examining the determining factors of community participation in development projects in Tana River County.

### **3.6.2 Reliability of the Instruments**

According to Mwangi and Nassiuma (2004) reliability is the extent to which a measurement procedure or technique can be rest on upon to secure unswerving outcomes upon recurrent application. Nassiuma and Mwangi adds that in social research for the Cronbach's alpha ( ) reliability coefficient to be satisfactory it should be greater than or equivalent to 0.7. In this study four other questionnaires were piloted by the researcher for other research projects with comparable characteristics and the researcher recognized or established a reliability coefficient of 0.85.

### **3.7 Data Collection Procedure**

Community development projects were initiated in a cross-sectional survey was conducted from 1<sup>st</sup> to 6<sup>th</sup> August 2016 in Tana River County. Development projects will be established and five projects beneficiaries will be selected randomly for the survey the main reason behind this being the closest proximity and the smallest units of administration of households. The criterion used by the researcher in selecting the household is that they are beneficiaries of a community development project that are initiated by both non-governmental and governmental organization. Community development project issues concern the entire household thus the household was considered to be a unit of analysis.

### **3.8 Data Analysis Techniques**

The completed questionnaires were first edited for consistency and completeness before processing responses. Cleaning and correcting of data against errors and omissions, inaccurateness of data, unreasonable and incomplete data was specifically done to improve the quality of data. After data cleaning exercise was over data was now coded entered into the computer for analysis. Data was analysed using Statistical Package for Social Sciences (SPSS). The researcher used both qualitative and quantitative data analysis procedures where the same data was analysed using descriptive statistics such means and percentages, frequency counts. A computer was needed for generating the spreadsheets and the results were presented using frequency distribution tables this was a prerequisite for analyzing Quantitative data.

### **3.9 Ethical Considerations**

The researcher pursued to minimize the chances of giving deceptive results while conducting research and planning as well as in reporting the research findings. Second, the researcher also ensured that the project is ethical and any doubts the researcher had regarding questionable ethical methods or procedures were resolved through consultation with the community and peer review. The researcher also ensured steps are taken to protect and ensure the dignity and welfare of all participants as well as those who may be affected by the results of the research project. Participation in the research by the respondents was at free will and no respondents were compromised or bribed to answer the questionnaires.

### **3.10 Operational Definition of Variables**

The major objective of this research is to analyze community participation and its determinants in development projects. To accomplish the said goal or objective of the study, the level of community interaction or participation in project planning, project evaluation and project implementation shall be viewed as the chief dependent variable to function as representations for community participation in their development projects. In the framework of this research, community participation denotes to an active process whereby the beneficiaries guides the accomplishment and direction of development projects rather than just purely receiving a share of projects benefits.

Independent variables included level of education level, culture, household income, and project leadership. Table below summaries the operational definition of variable

**Table 3.10: Operational Definition of Variables**

<b>Research Objective</b>	<b>Variable</b>	<b>Indicator</b>	<b>Measure</b>	<b>Scale</b>
To investigate the determinants of community participation in development projects in Tana River County	<b>Dependent Variable:</b> Community participation	1) Number of minuted meetings 2) Community awareness of the project existence 3) Attendance list of community members during project meetings 4) Money, materials or labour contributed by the community 5) Use of a service delivered by the Project	Level of participation in project planning, project implementation and project evaluation.	Nominal
To determine the extent to which education level influence community participation in development projects in Tana River County	<b>Independent Variable:</b> Education level of household head	1) Communication of knowledge 2) Use of information/ application of knowledge 3) Perception of community projects	Influence of education level of household head on community participation	Nominal
To determine the extent to which culture influences community participation in development projects in Tana River County.	<b>Independent Variable:</b> Culture	1) Community norms behaviours, beliefs and values 2) Gender of the household member 3) Hierarchical interpersonal relationships	Influence of Culture on community participation	Ordinal
To determine the extent to which household income influences community participation in development projects in Tana River County.	<b>Independent Variable:</b> Income level of the household	1) Size of land 2) Number of livestock owned 3) Number of people working in the household	Influence of household income on community participation	Nominal
To determine the extent to which project leadership influence community participation in development projects in Tana River County	<b>Independent Variable:</b> Project leadership	1) Project leaders Leadership style 2) Level of reporting and disclosure 3) Election of project leaders	Influence of project leadership on community participation	Nominal
	<b>Moderating Variable:</b> Government policy	Rules and Regulations on community Development projects	Level observed	Nominal

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.0 Introduction

This chapter presents the data analysis, presentation and interpretation of findings. The data was analyzed using Statistical Package for Social Sciences (SPSS) and presented in both tables and figures.

#### 4.1 Response rate

A total of 70 respondents were sampled to participate in the study. Out of the 70 questionnaires distributed only 57 (81%) were returned and the research deemed them adequate for data analysis. The response rate of 81% is acceptable according to the Gallup Europe Journal (2007) which cites that a response of more than 70% is sufficient for survey data analysis.

#### 4.2: Demographic Data of the Local Community Members

This section presents the demographic data of the local community members. The demographic data of the local community members was based on their gender, age, level of education and their household population.

##### 4.2.1: Distribution of Respondents by Age

The project research data shows that majority 33(58%) of the respondents were female while 24(42%) of the respondent were male. In terms of age 26(46%) of the respondents were aged between 16 and 30 years, 13(23%) between 31 and 35 years, 10(17%) between 36 and 40 years, 6(4%) between 41 and 50 years while 2(4%) of the respondents were above 51 years. This data shows that community members participating in the development projects are relatively young and energetic and hence could positively be involved in the project.

It was also established that 35(62%) of household members are illiterate and only 4 % have attained formal education up to college. These characteristics are consistent with the 2014 Kenya national demographic survey report which indicated that approximately 66.1% of the population in Tana River County is illiterate. This finding suggests that the sample can be considered

representative for the average Tana River household. The data shows that majority of the community members had lower level of education (primary). This could hinder their effective participation in the development projects.

From the table 4.2.4 it can be observed that 58 % of the respondents have more than 10 members in the household, 30% have between 6 and 10 members and 9% have between 3 and 5 members while 3% have between 1 and 2 members in the household. The large household numbers can be attributed to marriage to more than one wife in majority of the households.

**Table 4.2.1: Distribution of Respondents by Demographic data**

<b>Gender of Respondents</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Female	33	85
Male	24	15
<b>Age of Respondents</b>		
16 ó 30 years	26	46
31- 35 years	13	23
36-40 years	10	17
41-50 years	6	10
51 and above	2	4
<b>Level of Education of respondents</b>		
Illiterate	35	62
Primary	13	22
Secondary	07	12
College	02	4
<b>Household Population of respondent</b>		
1-2	2	3
3-5	5	9
6-10	17	30
More than 10	33	58

### 4.3: Community Participation in Development Projects

To measure the level of community participation in development projects in Tana River County the researcher investigated community awareness of development projects in their locality, the opinion of the community on whether they are adequately involved in development projects, reasons for non-participation in development projects within the community, how the community get involved in the development projects, ease of access to project information and the number of days the community willingly engaged themselves in the project activities. The results are as tabulated below.

#### 4.3.1: Awareness of Development Projects by the Local Community

The results indicate that 47(82%) of the respondents are aware of community development projects in their area. When asked whether the community was adequately involved their responses were as tabulated in Table 4.3.2

**Table 4.3.1: Awareness of development projects by the Local community**

Response	Frequency	Percentage %
Yes	47	82
No	10	18
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### 4.3.2: Adequate Involvement of the community in development projects

The findings shows that majority 42(74%) of the respondents were of the opinion that the community is not adequately involved in development projects undertaken in their locality while only 15(26%) observed that the community is not adequately involved in development projects.

**Table 4.3.2: Adequate Involvement of the community in development projects**

Response	Frequency	Percentage %
Yes	15	26
No	42	74
<b>TOTAL</b>	<b>57</b>	<b>100</b>

### 4.3.3: Respondent's Participation of the Community in Development Projects

The data shows that majority 48(84%) of the respondents did not participate in development project in Tana River County.

**Table 4.3.3: Participation of the community in development projects**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	9	16
No	48	84
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### 4.3.3.1. Respondent's Reasons for not participating in Community Development Projects

In response to the question why they did not participate in project activities, 14 (25%) indicated lack of significant financial gains as the reason for not participating in community projects, 9 (16%) quoted poverty and lack of financial support while 6 (10%) said the activity sites were too far from their homes and many development projects lacked sustainability and progress and that they did not want to be associated with such projects. 5 (9%) stated that they did not have enough time to participate while 4 (7%) reported that they lacked knowledge on projects and that this prevented them from active participation. Lack of knowledge on projects, project lacking activities of interest and lack of separate groups for young and old was each cited by 4 (7%) of the respondents. 6 (10%) however said the activity sites were too far from their homes. There were three (3) respondents representing 5% of the sample who reported that they avoided participating in project to avoid conflicts with their neighbours. It was only one (1) respondent representing 2% of the respondents who reported that they avoided participating in project due to political interferences and conflicts of interests.



**Table 4.3.3.1. Respondent’s reasons for not participating in community development projects**

<b>Reason for non-participation</b>	<b>Frequency</b>	<b>Percentage</b>
		<b>%</b>
Time Constraints	5	9
Political interferences	1	2
Conflict of interest	1	2
Poverty and lack of financial support	9	16
Project unsustainability	6	10
Lack of knowledge on projects	4	7
Avoidance of conflicts with their neighbours	3	5
Lack of significant financial gains	14	25
Activity sites were too far from their homes	6	10
Project had no activities of interest to them	4	7
Lack of separate groups for young and old	4	7
<b>TOTAL</b>	<b>57</b>	<b>100</b>

It would appear that little potential for personal gain was a major cause of non-participation, followed by poverty and lack of financial support. Lack of knowledge on projects, project lacking activities of interest to respondents and lack of separate groups for young and old also seems to have played a role in discouraging participation.

#### **4.3.4: How the community participate in Development Projects**

The results in table 4.3.4 reveal that in Tana River county participation is largely passive collaboration.

**Table 4.3.4: How the Tana River community participates in Development Projects**

<b>Community Participation</b>	<b>Frequency</b>	<b>Percentage %</b>
Use of service	38	67
Provision of labour, material & money	4	7
Attendance in project meetings	10	17
Service delivery as a partner	3	5
Implementation of delegated powers	2	3
Real decision making throughout the project cycle	0	0
<b>TOTAL</b>	<b>57</b>	<b>100</b>

The results indicate that (38) 67% of the respondents participated through use of a service, 10 (17%) participated through attendance in community mobilization meetings, 4 (7%) through the contribution of money, materials and labour, (3) 5% through participation in the delivery of a service as a partner with other actors while (2) 3% participated as implementers of delegated powers. None of the members however cited participation in real decision-making throughout the project cycle.

#### **4.3.5: Community involvement in selection of Development Projects**

An overwhelming majority of respondents (96%) indicated that the community members were not involved in identifying development initiatives though the community is consulted to propose a number of development initiatives from among which the project funding agency selects those to implement.

**Table 4.3.5: Community involvement in selection of Development Projects**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	2	4
No	55	96
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### 4.3.6: Access to Project Information by the Local community

About 88% of the respondents indicated that they do not have access to the information they need on projects that affects them.

**Table 4.3.6: Access to Project Information by the Local community**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	7	12
No	50	88
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### 4.3.7: Number of days the respondents willingly engaged in Project Activities by the Local Community

Majority 50 (88%) of the respondents willingly engaged themselves in project activities between 0-5 days.

**Table 4.3.7: Responses on number of days the community willingly engaged in project activities**

<b>Days</b>	<b>Frequency</b>	<b>Percentage %</b>
0- 5	50	88
6-10	4	6
11-15	1	2
16-20	1	2
21-25	1	2
26-30	0	0
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### 4.4: Influence of Level of Education on Community Participation

On the premise that individuals would need a minimal level of education in order to understand the project and participate actively in many of their activities, the researcher in determining the extent to which level of education influences community participation in development projects in Tana River County examined the influence of house hold head education level on community

participation, the level of education where people are more willing to participate in community development projects, the influence of level of education on the application of knowledge and attitude by the community communication and whether lack of knowledge and expertise in project technical matters are the root causes for non-participation. The researcher also investigated whether effective participation requires education in Tana River County. The results of the study are tabulated below.

#### **4.4.1: Influence of Level Education of House Hold Head on Community Participation in Development Projects**

In most rural communities in Tana River County major household decisions like whether to participate in community activities are made by the household head often with the input of the spouse and therefore the household head education level is an important proxy for household level of education in the participation decision.

**Table 4.4.1: Influence of Level Education of House Hold Head on Community Participation in Development Projects**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Not at all	0	0
slightly	01	2
Very much	56	98
<b>TOTAL</b>	<b>57</b>	<b>100</b>

An overwhelming majority of the respondents 57 (98%) indicated that the level of education of the household head very much influences community participation in development projects in Tana River County. None of the respondents indicated that the level of education of the household head does not at all influence community participation however only one of the respondents indicated that education level of the household head slightly influence community participation in development projects.

#### **4.4.2: Level of Education and Willingness to Participate in Development Projects**

From table 4.4.2 it can be established that majority 40(70%) of the community members with secondary school education are more willing to participate in development projects. This is may be attributed to the premise that individuals would need a minimal level of education in order to understand the project and participate actively in many of the project activities.

**Table 4.4.2: Responses on the level of education individuals are more willing to participate in community development projects in Tana River County**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage %</b>
Illiterate	1	2
Primary	10	17
Secondary	40	70
College	6	11
<b>TOTAL</b>	<b>57</b>	<b>100</b>

Another 10 (17%) of the respondents who asserted that at primary school level people are more willing to participate in community development projects while 6(11%) reported that at college level people are more willing to participate in community development projects. However only 1(2%) of the respondents indicated that illiterate people are more willing to participate in community development projects in Tana River County.

#### **4.4.3: Influence of Community Level of Education on Communication, Application of Knowledge and Attitude on participation in development projects**

Table 4.4.3 shows that majority 35(61%) of the respondents strongly agreed that education level of the community influences communication, application of knowledge and attitude of the community in Tana River County.

**Table 4.4.3: Influence of Community Level of Education on Communication, Application of Knowledge and Attitude on participation in development projects**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	35	61
Neither agree nor disagree	20	35
Disagree	1	2
Strongly disagree	1	2
<b>TOTAL</b>	<b>57</b>	<b>100</b>

**4.4.4: Lack of Knowledge and Expertise as the Main Cause of Non-Participation by the Community**

Majority 38(67%) of the respondents strongly disagreed that lack of knowledge and expertise in project technical matters is the root causes for non-participation of the illiterate in Tana river County.

**Table 4.4.4: Respondent’s responses on whether lack of knowledge and expertise in project technical matters as the root causes for non-participation of the illiterate in Tana River County.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	3	5
Agree	5	9
Disagree	11	19
Strongly disagree	38	67
<b>TOTAL</b>	<b>57</b>	<b>100</b>

**4.4.5: Education as a Prerequisite for Effective Participation**

According to Theron (2005) illiteracy is an inhibiting factor in community participation because illiterate people may be marginalized by professional and technical communication during participation process.

**Table 4.4.5: Responses whether effective participation requires education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Yes	54	93
No	3	7
<b>TOTAL</b>	<b>57</b>	<b>100</b>

The results indicate that 54(93%) of the respondents believe that in Tana River County effective participation requires education while 3(7%) indicated that effective participation does not require education.

#### **4.5: Influence of Culture on Community Participation**

To determine the influence of culture on community participation gender, community beliefs and values and hierarchical interpersonal relationships were used as indicators.

##### **4.5.1: Influence of Culture on Community Participation in Tana River County**

In response to the question whether culture of the community influences participation in development projects in Tana River County 45(80%) of respondents cited very much, 9(16%) slightly while 3(4%) not at all.

**Table 4.5.1: Influence of Culture on Community Participation in Tana River County**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Not at all	3	4
slightly	09	16
Very much	45	80
<b>TOTAL</b>	<b>57</b>	<b>100</b>

##### **4.5.2: Community Beliefs and Values and Community Participation**

Among respondents about 78% strongly agree, 12% agree, 6% disagree while 4% strongly disagreed that community beliefs and values significantly influenced community participation in development projects in Tana River County.

**Table 4.5.2: Significance of Community Beliefs and Values on Community Participation**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	44	78
Agree	7	12
Disagree	3	6
Strongly disagree	2	4
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### **4.5.3: Participation of Male Gender in Community Development Projects**

The findings in table 4.5.3 show that male members of the community are more likely to participate in development projects in Tana River County.

**Table 4.5.3: Responses on whether male members of the community are more likely to participate in development projects in Tana River County**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	51	90
Agree	6	10
Disagree	0	0
Strongly disagree	0	0
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### **4.5.4: Hierarchical Interpersonal Relationships and Community Participation**

An overwhelming majority of the respondents 55 (96%) strongly agrees that hierarchical interpersonal relationships in the community have been a major impediment towards community participation in development projects in Tana River County.



**Table: 4.5.4 Hierarchical interpersonal relationships as a major impediment in community participation in development projects in Tana River County**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	55	96
Agree	2	4
Disagree	0	0
Strongly disagree	0	0
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### **4.6: Influence of Household Income on Community Participation**

To determine the extent to which household income influenced community participation in development projects in Tana River County the research sought to investigate whether the extent to which household income influenced community participation in development projects in Tana River County is not all, slightly or very much. The researcher also asked respondents to indicate whether they strongly agree, agree, disagree or strongly disagree that people with high income levels are more willing to participate in community development projects in Tana River County.

##### **4.6.1: Influence of Household Income on Community Participation in Development Projects.**

Table 4.6.1 shows that majority 38(67%) of the respondents observed that household income slightly influences community participation in development projects in Tana River County, 11(19%) observed that it does not all influence community participation while 8(14%) noted that household income very much influences community participation in development projects in Tana River County .

**Table 4.6.1: Extent Influence on Community Participation in Development Projects in Tana River County.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Not at all	11	19
slightly	38	67
Very much	8	14
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### **4.6.2: High Income Level and Willingness to Participate in Community Development Projects**

When the respondents were asked to indicate whether they strongly agree, agree, disagree or strongly disagree that people with high income levels are more willing to participate in community development projects in Tana River County their responses were as tabulated in Table 4.6.2 below.

**Table 4.6.2: Responses on whether people with high income levels are more willing to participate in community development projects in Tana River County**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	9	15
Agree	11	20
Disagree	17	30
Strongly disagree	20	35
<b>TOTAL</b>	<b>57</b>	<b>100</b>

The findings indicate that 35% strongly disagree, 30% disagree, 20% agree while 15% strongly disagree that people with high income levels are more willing to participate in community development projects in Tana River County. The fact that there is balanced opinion in responses in the sample makes any generalization about high income levels and willingness to participate in community development projects in Tana River County impossible.

#### **4.7: Influence of Project Leadership on Community Participation**

The study further investigated the influence of project leadership on community participation in development projects in Tana River County.

##### **4.7.1: Extent of Project Leadership influence on community participation**

When the respondents were asked to indicate the extent to which project leadership influenced community participation in development projects in Tana River County their responses were as tabulated in Table 4.7.1

**Table 4.7.1: Responses on the extent to which project leadership influences Community participation in development projects in Tana River County**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Not at all	3	5
slightly	5	9
Very much	49	86
<b>TOTAL</b>	<b>57</b>	<b>100</b>

Data shows that 49(86%) of the respondents cited that project leadership very much influences community participation in development projects in Tana River County, 5(9%) cited that it slightly influenced while 3(5%) stated that project leadership does not at all influence community participation in development projects in Tana River County.

#### **4.7.2: Democratic Governance and Community Participation**

Findings shows that 40(70%) of the respondents agreed that lack of democratic governance have been a hindrance to community participation in development projects in Tana River County.

**Table 4.7.2: Responses on Lack of Democratic Governance as a hindrance to community participation**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	29	50
Agree	11	20
Disagree	10	18
Strongly disagree	7	12
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### **4.7.3: Participatory Leadership and Community Participation**

A further investigation whether participatory leadership style is most likely to motivate the community to participate in development projects revealed that 38(67%) of the respondents strongly agree, 12(21%) agree, 5(9%) disagree while (2)3% strongly disagree.

**Table 4.7.3: Responses on whether Participatory leadership style is most likely to motivate the community to participate in development projects in Tana River County**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	38	67
Agree	12	21
Disagree	5	9
Strongly disagree	2	3
<b>TOTAL</b>	<b>57</b>	<b>100</b>

#### **4.7.4: Project leadership Transparency and Accountability and Community Participation**

This section of the study sought to establish whether transparency and accountability by the project leaders has a significant influence on Community participation in development projects in Tana River County.

**Table 4.7.4: Responses on whether transparency and accountability by the project leaders has a significant influence on Community participation in development projects in Tana River County**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	26	46
Agree	15	26
Disagree	9	16
Strongly disagree	7	12
<b>TOTAL</b>	<b>57</b>	<b>100</b>

The researcher established that 26(46%) strongly agree, 15(26%) agree, 9(16%) disagree while 7(12%) strongly disagree that Transparency and accountability by the project leaders has a significant influence on Community participation in development projects in Tana River County.

#### **4.7.5: Project Leaders Election and Community Participation**

The finding illustrated that 37(65%) of the respondents strongly agree that project leaders democratically elected by the community are highly respected and accepted to mobilize people

to participate in development projects, (11)19% agree, (7)12% disagree while (2) 4% strongly disagree.

**Table 4.7.5: Responses on whether project leaders democratically elected by the community are highly respected and accepted to mobilize people into development projects**

<b>Response</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	37	65
Agree	11	19
Disagree	7	12
Strongly disagree	2	4
<b>TOTAL</b>	<b>57</b>	<b>100</b>

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0: Introduction

This chapter presents summary of findings, discussions of the findings, conclusions, recommendations and suggestions for further study. The purpose of this study was to investigate the determinants of community participation in development projects in Tana River County.

#### 5.1: Summary of Findings

The findings indicate that educational levels are low across households in Tana River as 62% of the respondents were illiterate and an overwhelming majority of the respondents 98% indicated that the education level of the household head very much influences community participation in development projects in Tana River County. A further inquiry revealed that the level of education where people are more willing to participate in community development projects is at secondary school level as cited by 70 % of the respondents. In terms of whether the level of education of the community influences communication, application of knowledge and attitude of the community 61% of the respondents strongly agreed while 2% strongly disagreed. However contrary to the expectations, only 5% of the respondents strongly agreed with the preposition that lack of knowledge and expertise in project technical matters is the root causes for non-participation of the illiterate in Tana River County while a significant majority of 67% believes otherwise. Most respondents 93% indicated that effective participation requires education in Tana River County while 3(7%) indicated that effective participation does not require education.

As per whether culture of the community participation influences their participation in development projects in Tana River County, 80% of respondents cited very much while 4% cited not at all. Three indicators of culture namely hierarchical interpersonal relationships, gender and community beliefs and values were used by the researcher to measure culture. In terms of whether community beliefs and values significantly influenced community participation in development projects in Tana River County, 78% of the respondents strongly agree, 12% agree,

6% disagree while 4% strongly disagree. It was also observed that male members of the community are more likely to participate in development projects in Tana River County as 90% of the respondents strongly agreed that male members of the community are more likely to participate in development projects in Tana River County while 10% agreed and none of the respondents disagreed or strongly disagreed. An overwhelming majority of the respondents 96% strongly agrees that hierarchical interpersonal relationships in the community have been a major impediment towards community participation in development projects in Tana River County, 4% agreed while none of the respondents neither disagreed nor strongly disagreed.

In regard to the influence of household income on community participation in development projects in Tana River County majority 67% of the respondents observed that household income slightly influences community participation in development projects in Tana River County, 19% observed that it does not all influence community participation while 14% noted that household income very much influences community participation in development projects in Tana River County. Further the researcher sought to establish whether people with high income levels are more willing to participate in community development projects and established that 35% of the respondents strongly disagree, 30% disagree, 20% agree while 15% strongly disagree that people with high income levels are more willing to participate in community development projects in Tana River County.

In terms of the influence of project leadership on community participation in development projects 86% of the respondents cited that project leadership very much influences community participation in development projects in Tana River County. It was also observed that 70% of the respondents agreed that leadership style and the level of democratic governance have been a hindrance to community participation in development projects in Tana River County with 65% of the respondents strongly agreeing that project leaders democratically elected by the community are highly respected and accepted to mobilize people into development projects. The researcher also established that 26(46%) strongly agree, 15(26%) agree, 9(16%) disagree while 7(12%) strongly disagree that transparency and accountability by the project leaders has a significant influence on Community participation in development projects in Tana River County.

## **5.2: Discussions of Findings**

### **5.2.1: Community Participation in Development Projects Tana River County**

According to Dulani (2003) people will freely participate in those projects they directly own. This goes as far as giving the community a chance to identify what should be done. Nekwaya (2007) believes that people at the local grassroots know their needs better than development agencies. It then goes without much asking that needs which are addressed should be those identified by the people and not those imposed on them. The findings from this study demonstrate that 47 respondents representing 82% of the total sample are aware of community development projects in their area and only 10 respondents representing 18% of the total sample are not aware of community development projects in their area. It was also established that majority 48(84%) of the respondents did not participate in development project in Tana River County with majority 14(25%) of the non-participants citing lack of significant financial gains as the reason for non-participation. This is consistent with Sseguya et al (2013) argument that influence of wealth on participation was mediated by other factors mainly the nature of the group and the nature of expectations from the group. There were exceptions, as in the case discussed by Sanginga et al. (2001) where participation in collaborative research with agricultural researchers had potential benefits for the poor and wealthy alike.

Knowledge is fundamental to the behavior of an individual. Suffian et al (2012) in his finding mention that knowledge also influence participation and increase the program effectiveness. While according to Bahaman et al (2009) information and knowledge about any particular program can result in increase in participation this study established that 88% of the respondents indicated that they do not have access to the information they need on projects that affect them. This could explain the high level of rich- poor wealth gap (46%) despite the numerous projects initiated by both the NGOs and government to improve the livelihood of the community. It was also established that (38) 67% of the respondents got involved in development project through use of a service such as enrolling children in Early Childhood Development centres and using the health care facility, 10 (17%) participated through attendance in community mobilization meetings, 4 (7%) through the contribution of money, materials and labour, (3) 5% through participation in the delivery of a service as a partner with other actors while (2) 3% participated as implementers of delegated powers. None of the members however cited participation in real



decision-making throughout the project cycle including identification of problems, the study of feasibility, planning, implementation, and evaluation. This denotes passive participation.

### **5.2.2: Influence of Level of Education on Community Participation**

To investigate the determinants of community participation in development projects the level of educational was chosen as an indicator in this study. 98% of the respondents indicated that the education level of the household head very much influences community participation in development projects in Tana River County and none of the respondents observed that education level of the household head does not at all influence community participation. The study also established that community members with low levels of education and literacy were less likely to have knowledge of community development projects and to participate in them besides contributing less time. However although a college education increased member's knowledge of development projects on average it reduced the amount of time they contributed.

### **5.2.3: Influence of Household Income on Community Participation**

In a traditional society people's participation is greatly determined by the household economic status in which they are bound to live and adjust as the income level of a person is considered as an important criterion for judging one's ability. This study established that households with higher income seem less likely to participate in community development projects contrary to the findings of other studies. This may be attributed to what Coleman (1990) referred to as "network closure" where members with connections outside the community may not have dedicated much time to networks in the community because they felt that they could access more valued services from outside networks. Conventional wisdom and past studies however suggest that household with higher incomes would be more likely to participate than those with lower incomes since the former would even hire labor if they were constrained in that direction (Thangata, Hildebrand and Gladwin, 2002).

### **5.2.4: Influence of Culture on Community Participation**

According to Sanginga et al (2001) in East African groups, women have dominant community roles and responsibilities in relation to activities implemented by the groups and thus are more likely to participate than men. However according to Beard (2005) in Indonesian communities

women have limited participation due to cultural limitations on their level of public engagement thus men are more likely to participate in group activities. In Tana River County 80% of the respondents stated that culture of the community very much influences participation in development projects, 16% cited that it slightly influenced while 4% cited that it does not all influence community participation. Similarly 90% of the respondents stated that male members of the community are more likely to participate in development projects in Tana River County. It was also established that overwhelming majority of the respondents 96% strongly agrees that hierarchical interpersonal relationships in the community have been a major impediment towards community participation in development projects in Tana River County. A different pattern is however observed in the respondents' reasons for not participating in community development projects where only 7% of the respondents cited lack of separate groups for young and old as a reason for non-participation.

The age distribution of the respondents for this study varied from 16 and above 50 years. Of these respondents 69% were between the age of 16 and 35 years. The researcher also observed that all non-participating respondents in the age bracket 16 to 35 years said the reason for their failure to participate was absence of activities of interest to young people and about all of them voiced concerns that they were uncomfortable working with older people. This can be explained by cultural norms that call for a respectable distance and relationship between the young and old. From a local community cultural perspective it is understandable that young people were uncomfortable working closely with older people especially in the setting of project activities

### **5.2.5: Influence of Project Leadership on Community Participation**

The study majority (70%) of the respondents agreed that leadership style and the level of democratic governance have been a hindrance to community participation in development projects in Tana River County. This is consistent with Sseguya (2009) findings that leadership styles has an impact on participation in groups and democratic leadership styles lead to better participation as opposed to exclusionary and autocratic styles. This study also points out that participatory leadership style is most likely to motivate the community to participate in development project and transparency and accountability by the project leaders has a significant influence on community participation in development projects. It was also observed that majority

of the respondents believed that project leaders democratically elected by the community are highly respected and accepted to mobilize people into development projects.

### **5.3: Conclusions**

In Tana River County community participation is a key for successful implementation of developmental projects. The study reveals that the determinants of community participation in development projects in Tana River County are level of education, culture and project leadership.

### **5.4: Recommendations**

The study revealed that educational levels are low across households in Tana River County and also observed that effective participation requires education. This study therefore recommends that the government should put in deliberate measures to boost literacy levels in Tana River County.

### **5.5 Suggestions for Further Research**

This research was based on the determinants of community participation in development projects in the entire economic industry considering education, infrastructure, water and sanitation, agriculture and sports and recreation projects. The researcher suggests that for a conclusive study on the determinants of community participation in development projects in Tana River County a case study should be carried out on projects in specific economic sectors for example water and sanitation.

The research findings indicated that there was balanced opinion in responses on whether people with high income levels are more willing to participate in community development projects in Tana River County and therefore the researcher could not make any generalization about high income levels and willingness to participate in community development projects in Tana River County. This is contrary to past studies which suggest that household with higher incomes would be more likely to participate than those with lower incomes since the former would even hire labor if they were constrained in that direction. The researcher therefore suggests that further research should be conducted using a different measure of household income for instance

different sources of income like farming, livestock to determine whether a particular income source could be associated with community participation in development projects.

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## QUESTIONNAIRE

### INTRODUCTION

This questionnaire is meant to collect data on the determinants of community participation in development projects in Tana River County. Please do not write your name on the questionnaire. You are kindly requested to provide honest and precise answers to all the questions.

### SECTION A: DEMOGRAPHIC INFORMATION:

1. Please indicate your gender

Male  Female

2. Indicate your age

16 -30 years  31-35 years  36 -40 years  41- 50 years  51 and above

3. Indicate your Educational Status

Illiterate  Primary School  Secondary School  College

4. How many people are in your household?

1-2  3-5  6-10  More than 10

### SECTION B: COMMUNITY PARTICIPATION IN TANA RIVER COUNTY

5. Are you aware of any community development project(s) in your area?

Yes  No

6. Do you think the community is adequately involved in development projects undertaken in your locality?

Yes  No

7. Do you participate in development projects in your community?

Yes  No

8. If the answer is No state the reasons.

.....  
.....  
.....  
.....

9. How does your community participate in development projects?

- Through the mere use of a service delivered by the Project
- Through contribution of money, materials or labour
- Through attendance of project meetings to accept decisions made by others
- Through delivery of a service as a partner with other actors
- Through implementation of delegated powers
- Through real decision making at every stage of the project

10. Does the community have a say on what projects gets initiated?

Yes  No

11. Do you have access to the information you need on projects that affect you?

Yes  No

12. How many days did you or any member of your household willingly engaged themselves in the project activities to provide technical advice or any other support to the project?

.....

**SECTION C: INFLUENCE OF LEVEL OF EDUCATION ON COMMUNITY PARTICIPATION IN DEVELOPMENT PROJECTS IN TANA RIVER COUNTY.**

13. Does the level of education of the household head influence the participation of the household in development projects in Tana River County?

Not all  slightly  Very much

14. At what level of education are individuals more willing to participate in community development projects in Tana River County?

Illiterate [ ] Primary School [ ] Secondary School [ ] College [ ]

15. The Community level of education influences the communication, application of knowledge and attitude of the community on participation in development projects in Tana River County?

Strongly Agree [ ] Agree [ ] Disagree [ ] strongly disagree [ ]

16. Lack of knowledge and expertise in project technical matters are the root causes for non-participation of the illiterate in Tana River County?

Strongly Agree [ ] Agree [ ] Disagree [ ] strongly disagree [ ]

17. Do you think effective participation requires education in Tana River County?

Yes [ ] No [ ]

**SECTION D: INFLUENCE OF CULTURE ON COMMUNITY PARTICIPATION IN DEVELOPMENT PROJECTS IN TANA RIVER COUNTY.**

18. Do you think the culture of the community influences participation in development projects in Tana River County?

Not all [ ] slightly [ ] Very much [ ]

19. Community beliefs and values significantly influences community participation in development projects in Tana River County?

Strongly Agree [ ] Agree [ ] Disagree [ ] strongly disagree [ ]

20. Male members of the community are more likely to participate in development projects in Tana River County?

Strongly Agree [ ] Agree [ ] Disagree [ ] strongly disagree [ ]

21. Hierarchical interpersonal relationships in the community have been a major impediment towards community participation in development projects in Tana River County?

Strongly Agree [ ] Agree [ ] Disagree [ ] strongly disagree [ ]

**SECTION E: INFLUENCE OF HOUSEHOLD INCOME ON COMMUNITY PARTICIPATION IN DEVELOPMENT PROJECTS IN TANA RIVER COUNTY.**

22. To what extent does household income influences Community participation in development projects in Tana River County?

Not all  slightly  Very much

23. Individuals with high income levels are more willing to participate in community development projects in Tana River County?

Strongly Agree  Agree  Disagree  strongly disagree

**SECTION F: INFLUENCE OF PROJECT LEADERSHIP ON COMMUNITY PARTICIPATION IN DEVELOPMENT PROJECTS IN TANA RIVER COUNTY**

24. To what extent does project leadership influences Community participation in development projects in Tana River County?

Not all  slightly  Very much

25. Lack of democratic governance has been a hindrance to community participation in development projects in Tana River County.

Strongly Agree  Agree  Disagree  strongly disagree

26. Participatory leadership style is mostly likely to motivate the community to participate in development projects in Tana River County?

Strongly Agree  Agree  Disagree  strongly disagree

27. Transparency and accountability by the project leaders has a significant influence on Community participation in development projects in Tana River County?

Strongly Agree  Agree  Disagree  strongly disagree

28. Project leaders democratically elected by the community are highly respected and accepted to mobilize people into development projects.

Strongly Agree  Agree  Disagree  strongly disagree

**THANK YOU FOR PARTICIPATING IN THIS SURVEY**

## **APPENDICES**

### **Transmittal Letter**

Eunice Muyoka Juma,  
University of Nairobi  
Department of Extra Mural studies  
Malindi.

Dear Respondent,

#### **RE: DETERMINANANTS OF COMMUNITY PARTICIPATION IN DEVELOPMENT PROJECTS IN TANA RIVER COUNTY.**

I am a postgraduate student at the University of Nairobi undertaking Master of Arts in project planning and management. In fulfillment of the requirements for the award of the degree of Master of Arts in project Planning and Management I am conducting a research study on the determinants of community participation in the development projects in Tana River County and you have been selected to participate in this study.

Please note that 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.

**Eunice Muyoka Juma**

**REG NO: L50/74069/2014**

**0710183303**

# Map of Tana River County

