

**INFLUENCE OF COMMUNITY PARTICIPATION ON COMPLETION OF CDF  
SCHOOLS' BUILDING INFRASTRUCTURE PROJECTS: A CASE OF MATAPATO  
SOUTH WARD IN KAJIADO CENTRAL CONSTITUENCY, KENYA**

**BY**

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University of Nairobi**

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## DECLARATION

This Research Project Report is my original work and has not been presented in any other institution of higher learning.

Sign: ..... Date .....

Tore Nankoris

L50/82440/2012

This Research project Report has been submitted for presentation with my approval as the University Supervisor.

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## **DEDICATION**

I dedicate this research study to my family; my dear wife Agnes and my sons Meshack Lekishon and Shadrack Tobiko for standing by me throughout the preparation of this research project report. Indeed, the journey and the waiting has been long, thank you for the patience and understanding.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BoM</b>	-	Board of Management
<b>CDF</b>	-	Constituency Development Fund
<b>CIDA</b>	-	Canadian International Development Agency
<b>IEBC</b>	-	Independent Electoral & Boundary Commission
<b>M&amp;E</b>	-	Monitoring & Evaluation
<b>NGOs</b>	-	Non-Governmental Organisations
<b>PRA</b>	-	Participatory Rural Appraisal
<b>SDG</b>	-	Sustainable Development Goals
<b>SPSS</b>	-	Statistical Package for Social Sciences

## ABSTRACT

Community participation otherwise known as participatory development is critical especially in aligning Kenya's development to the Vision 2030 and the Sustainable Development Goals (SDG). Constituency Development Fund (CDF) as a development tool has been in existence for the last twelve years and has been a precursor to the current devolution process being experience in the country. The program has created an opportunity for Kenyans to participate in national development through identifying and undertaking projects in various sectors. The whole idea behind CDF formulation was to ensure equitable economic, social and political development across the country and at the same time give citizens the opportunity to identify and implement projects that addresses their felt needs. The challenge however, has been that communities don't seem to be playing their rightful role in CDF project identification, designing and implementation, as well as monitoring and evaluation of the projects. The CDF projects have not also been successfully completed in time and in a cost-effective manner. The study sought to establish; the influence of community participation on completion of CDF's infrastructure projects in primary schools in Kajiado Central Constituency, Matapato South Ward. The study was guided by the following objectives; to determine the influence of community participation in projects identification; to establish the influence of community participation in project design, to establish the influence of community participation in monitoring and evaluation; and to assess the influence of community capacity building on completion of CDF projects in Matapato South Ward in Kajiado Central Constituency. The study used survey research design. Target population for the study was 19 head teachers, 19 Board of Management members, representing the number of public primary schools, five chiefs and two CDF officials. Since the target population was small census method used to sample the respondents. Data was collected with the use of questionnaires and interview guides. Data obtained was then subjected to SPSS for analysis to provide both descriptive and inferential analysis. The study found out 58.9% of the community members have not been involved in CDF project identification. Another 50% of the respondents indicated that they lack information on CDF monitoring and evaluation processes. On project completion, 67% indicated that the CDF projects in Kajiado Central Constituency, Matapato South Ward are of average in terms of standards and quality. The CDF infrastructure project apart from being average in quality they are not also completed on time as indicated by 70% of the respondents. The study recommends that before the project is started, the local community should be allowed to identify and implement their priority projects. Further this study also recommends that community members should be sensitised about the importance of participation in CDF projects to encourage diverse opinions on project completion successes.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

Participatory development, where local people are engaged in some active way in development planning and implementation, has a long history and a respected place among development intellectuals, policymakers, and practitioners throughout the “first” and “third” worlds (Joachim von Braun 2005). The origin of people’s participation can be traced to ancient Greece and Colonial New England. Before the 1960s, governmental processes and procedures were designed to facilitate "external" participation. Citizens’ participation was institutionalised in the mid-1960s with President Lyndon Johnson's Great Society programs (Cogan & Sharpe, 1986).

Community participation is a concept that has been described by various scholars in various ways. A World Bank article by Mansuri and Rao (2004) and quoted by Nabayethi Dube (2009) describe community participation as the active involvement of a defined community in at least some aspect of designing project and implementation. Mansuri and Rao mentioned that while participation can occur at many levels, the key objective is incorporation of local knowledge into project’s decision-making process. According to Nabayethi Dube (2009), Mansuri and Rao argued that community participation is expected to better designed projects, better targeted benefit and more cost effective and timely delivery of project outputs.

Support for participation has instrumentalist, philosophical, and political underpinnings. The instrumentalist foundation involves a recognition that top-down, technocratic forms of development imposed on diverse local realities often result in failure; that local people best understand their own needs; and that involving local people can be cost-effective in terms of reduced capital costs and increased involvement in operation and maintenance. The philosophical- political foundation involves the belief that poor people should be empowered and should have more command over their lives (Chambers 1995); and that they should be empowered “to determine choices in life and to influence the direction of change” (Moser 1989)

Community-driven development is indelible in the development landscape. It is increasingly visible in the policy design of many governments, non-governmental organizations, and multilateral institutions and features in important debates involving democracy, governance,

institutions, and decentralisation. Participatory or community-driven development is advocated on the basis that, among other advantages, it can reduce information problems for development planners and beneficiaries, increase the resources available to poor people, and strengthen the capacity for collective action among poor and other marginalized societal groups. Joachim von Braun (2005).

A research conducted by the Evangelical Fellowship of Zambia and Micah Challenge,(2012) highlighted numerous challenges including insufficient transparency throughout CDF processes, lack of community participation and undue political influence exerted by elected representatives. These issues have led to poor, incomplete or inappropriate projects, political clientelism and, in some cases, allegations of misuse of funds, Evangelical Fellowship of Zambia (2012).

## **1.2 Statement of the study**

In the year 2003 the Kenyan government enacted the CDF project Act as a legal document intended to guide the development at the grass root level in the country. This follows a number of other government policy documents formulated to guide community development. For instance, the District Focus for Rural Development (DFRD) which was formulated in the year 1983 to spur development in the districts across the country. The CDF Act was designed to provide a platform for greater community involvement in initiating, designing and implementing of projects of their choice. And unlike other government documents before, CDF has a legal backing and has explicit provision for citizens' participation.

In a study conducted by Ngigi (2015); An assessment of Community Participation in CDF funded project in Laikipia East District, it emerged that 69.5% of the respondents had never participated in CDF funded projects (Grace 2015). In the same study by grace 2015 it was revealed that 80% of the people interviewed are not satisfied with the manner in which CDF funded projects are implemented.

At the national level, some efforts have been put in place towards community empowerment to ensure community members come up with projects that best address their felt needs. However, in Kajiado Central Constituency not much has been achieved in terms of community active participation in CDF project. Though the community through their elected representative i.e. Board of Management (BoM) in schools identify projects to be funded by CDF the actual implementation of these projects have been dogged by delays, incompleteness and poor standards.

This study seeks to assess the Influence of community participation on completion of CDF schools' building infrastructure projects in Matapato South Ward, Kajiado Central Constituency.

### **1.3 Purpose of the study**

The purpose of this study was to examine the Influence of community participation on completion of CDF schools' building infrastructure projects in Matapato South ward Kajiado Central Constituency and recommend approaches for improvement in future.

### **1.4 Research objectives**

This study was guided by the following objectives;

- i. To determine the influence of community participation in projects identification on completion of CDF funded projects in Matapato South Ward, Kajiado Central constituency
- ii. To establish the influence of community participation in project design on completion of CDF funded projects in Matapato South Ward, Kajiado Central Constituency
- iii. To establish the influence of community participation in monitoring and evaluation on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency
- iv. To assess the influence of community capacity building on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency

### **1.5 Research questions**

This study attempted to answer the following research questions;

- i. How does community participation in projects identification influence completion of CDF projects in Matapato South Ward, Kajiado Central Constituency?
- ii. To what extent does community participation in projects design influence completion of CDF projects in Matapato South Ward, Kajiado Central Constituency?
- iii. In what ways, does community participation in monitoring and evaluation influence completion of CDF projects in Matapato South Ward, Kajiado Central Constituency?
- iv. How does community capacity building influence completion of CDF projects in Matapato South Ward, Kajiado Central Constituency?

## **1.6 Significance of study**

This study is significant for a number of reasons. First this study is significant in that it has documented and recommended to the CDF Management Board and CDF management committee, measures that can be put in place to ensure that the people reaps the maximum benefits of the funds.

Secondly, the findings and recommendations can also be of importance to the county government, NGOs and other government institutions who may partner with the communities in one way or another.

## **1.7 Basic Assumptions of the study**

The assumptions of this study included the following: that influence of community participation in CDFs schools building infrastructure on completion is positive and significance. Also that the sample chosen represents the population and the data collection instruments used had validity and were measuring the desired indicators and the respondents answered questions correctly and truthfully.

## **1.8 Delimitation of the study**

The study focused on the influence of community participation on infrastructure projects undertaken by Kajiado Central Constituency Development Fund (CDF) in public primary schools in Matapato South Ward, Kajiado Central Constituency.

The study limited itself to obstacles that curtail active involvement of community members in CDF operations in Kajiado Central Constituency. The finding of this study therefore was limited to CDF projects in Matapato South Ward, Kajiado Central Sub County in Kajiado County.

The target population of the study was the residents of Matapato South Ward in Kajiado Central Sub County, where the data was collected by conducting interviews and administering both structured and open ended questionnaires, the study also employed direct observation to collect data. Stratified random sampling technique was employed to come up with a desirable sample size.

## **1.9 Limitations of the study**

The anticipated limitations to this study were: lack of availability of some of the members of the community since they were busy in their daily business activities, lack of cooperation by the CDF officials who took the study as an audit to their work rather than an exercise to learn from, CDF is heavily politicize and some people saw the study as another attempt by political detractors to get at incumbent.

In order to avoid the above scenario, the researcher studied the community calendar to understand when the target persons were available to be interview and fill questionnaire. The researcher sought to assure the CDF officials and politicians that the study was for academic purposes and that the findings were not be published.

## **1.10 Definition of key terms used in the study**

**Community participation:** Community participation is where the community members are actively involved in matters that concern them.

**Evaluation:** Evaluation is where the project's results are compared with plans to ascertain whether there is concurrent or not. Evaluation also looks at strategies that have worked and those that did not work.

**Monitoring:** This is continuous collection and analysis of project's data to ensure project implementation is on course and where there is deviation, corrective measures are taken promptly.

**Project completion:** This means achieving intervention results after successful execution.

**Project design:** This is the act of organizing components within a project to ensure there is logical flow from inception to completion.

**Project identification:** This is a process of picking on an activity among many competing alternatives for implementation

## **1.11 Organization of the study**

This study was organized into five main chapters as outlined below;



Chapter one comprise of the background of the study, statement of the problem, purpose of the study, research objectives, research questions, and limitations of the study, delimitations of the study, definition of significant terms and organization of the study.

Chapter two take through the introduction, theoretical review, and theoretical framework, empirical review on the areas of community participation, conceptual framework, Knowledge gaps and summary of the literature.

Chapter three consist of introduction, site selection and description, research design, target population, sampling frame and sampling design, study sample size, methods and tools of data collection, validity and reliability of instruments, operational definition of variables, data collection procedures, data analysis and ethical considerations.

Chapter four highlights the data analysis and interpretation and discussion of study findings.

Chapter five contain the following; summary of the study and findings, conclusions, recommendations and suggestions for further research in the area of community participation on development projects at the grass root level

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section of the research examines key literature on community participation in projects in Kenya, regionally and globally, and in particular at the constituency level. It surveys critical indicators of community participation in CDF implementation with an emphasis on people active participation by various categories of community members. Devolution of resources to the lower levels in Kenya remains a central element in the development of the country.

#### **2.2 Empirical Literature Review**

##### **2.2.1 Influence of community participation in project identification on completion of CDF projects**

Andrea C.(2008) in Unpacking ‘Participation’: models, meanings and practices’ observed that; widespread adoption of the language of participation across a spectrum of institutions, from radical NGOs to local government bodies to the World Bank, raises questions about what exactly this much-used buzzword has come to mean. To her ‘participation’ can be used to evoke – and to signify – almost anything that involves people. She argued that participation can easily be used to suit virtually any demand made of it.

According to Oakley (1995); participation cannot merely be proclaimed or wished upon rural people in the Third World; it must begin by recognizing the powerful, multi-dimensional and, in many instances, anti-participatory forces which dominate the lives of rural people. Centuries of domination and subservience will not disappear overnight just because we have ‘discovered’ the concept of participation.

Community-based and driven development projects have become an important form of development assistance, with the World Bank's portfolio alone reaching approximating \$7 billion (World Bank 2004). Those who are working with the communities at the grass root have realised that for their projects to be approved and funded by donors they must show that the intended beneficiaries appear to be at the centred of it. What happens after the money is secured may be something different all together.

For a project to have a positive impact on people's lives, the people themselves should have a say on what the project sets out to do. The community therefore, should actively participate in planning meetings to come up with project objectives, key intervention areas and possible project outcomes.

### **2.2.2 Influence of community participation in Project design on completion of CDF projects**

As Crewe and Harrison (1998) articulated, participatory approaches tend to overlook complexities and questions of power and conflict within communities. To them projects approaches are designed based on the false assumption that the community is homogeneous, or has mutually compatible interests. They said that differences occur with respect to age, gender, wealth, ethnicity, language, culture and race. Crewe and Harrison (1998) concluded that; even though marginalized or minority groups (such as females, landless, or poor) may be physically present during discussion, they are not necessarily given a chance to express their views to the same degree as others.

Conwall A. (2008) agrees with Crewe and Harrison (1998) when she argued that; related to the question of who participates is what they participate in, and, as a consequence, who participates in which activities and at which stages in the process, according to Conwall (2008) distinctions need to be made about how and on what basis different people engage in order to make sense of what 'participation' actually involves in community development initiatives.

Conwall (2008) went further to argue that; being involved in a process is not equivalent to having a voice. People need to feel able to express themselves without fear of reprisals or the expectation of not being listened to or taken seriously; Cornwall (2008).

Gaventa and Robinson (1998) appear to concur with the above sentiments by Conwall when they said; translating voice into influence requires more than simply effective ways of capturing what people want to say; it involves efforts 'from above' and 'from below', From within the authorities, responsiveness is contingent on wider institutional changes and the political will to convert professed commitment to participation into tangible action. And 'from below', strategies are needed to build and support collectivities that can continue to exert pressure for change, Houtzager and Pattenden, (1999).

In project design, the community should participate in planning meetings. The community should also have a say in what the projects sets out to do, the priority areas, and tasks scheduling.

### **2.2.3 Influence of community participation in project M&E on completion of CDF projects**

According to World Bank (2004), monitoring and evaluation (M&E) of development activities provides government officials, development managers, and civil society with better means for learning from past experience, improving service delivery, planning and allocating resources, and demonstrating results as part of accountability to key stakeholders.

Public projects are often left uncompleted or delivered to a poor quality (World Bank, 2004). Failure to deliver these projects undermines citizen welfare and leads to loss of billions of dollars per year in public resources (World Bank, 2007). The extent of these failures varies within and across countries, driving national and global inequalities (Banerjee et al, 2007).

Janet Shapiro (2001) observed that, there is a tendency to see (monitoring) evaluation as something that happens when a donor insists on it. Janet (2001) asserts that, monitoring and evaluation are invaluable internal management tools. Janet argued that; if one doesn't assess how well they are doing against targets and indicators, one may go on using resources to no useful end, without changing the situation you have identified as a problem at all. Janet Shapiro (2001)

Participatory community monitoring and evaluation are important for appraising projects in terms of achievements and variations from targets and challenges faced by implementing agency, so that corrective measures can be taken in time. Monitoring and evaluation gives an opportunity to implementers to assess setbacks in the project design and determine whether; objectives and schedules were practical and see whether project is actually owned by targeted beneficiaries.

### **2.2.4 Influence of community capacity building on completion of CDF projects**

Oakley and Marsden (1987) while defining and linking community participation to community capacity building suggested that participation enables individuals, families, or communities to assume responsibility for their own welfare, and that participation eventually leads to community's capacity to contribute to their own development. And while describing the objectives of community participation, Paul, and Bamberger, (1986) indicated in his fourth objectives that community participation contributes to: building beneficiary capacity: either

through ensuring that participants are actively involved in project planning and implementation or through formal or informal training and consciousness raising activities.

And according to Pryosusilo K. *et al* (2013); community capacity is the sum of two concepts, human and social capacity. To them human capacity is the skills, knowledge and abilities of individuals and social capacity is the nature and strength of relationships and level of trust that exists between individuals. They said that; these two elements can be mutually reinforcing.

### **2.2.5 Completion of Community Projects**

A research conducted by the Evangelical Fellowship of Zambia and Micah Challenge Zambia in 2012 highlighted numerous challenges including lack of transparency in CDF projects implementation, lack of community participation and political interference by elected leaders. According to the study; these issues have led to poor, incomplete and irrelevant projects.

In Arnstein's (1969) *ladder of participation*, quoted by Cornwall (2008) community projects can be identified and successfully implemented when the community through 'self-mobilisation' takes the initiative independent of external organisations. The community can establish linkages and seek technical support to implement the project of their choice. And even though the community can look for and accept technical and other resources support at this level the community retains control over those resources and how they are used (Cornwall 2008)

When the community themselves, have identified their need and have acquired the resources they need to meet their need, there is nothing that will stop them from achieving their goals.

## **2.3 Theoretical framework**

This study is based on one theory namely; Theory of participation.

### **2.3.1 Theory of participation**

The Theory of Citizen Participation as advanced by Cogan & Sharpe, (1986), states that citizens' participation is a process which provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision-making process.

According to Michael Brydger (2012), participation is the active engagement of the minds, hearts and energy of people in the process of their own healing and development. Because of the nature of what development really is, unless there is meaningful and effective participation, there is no

development, Bopp and Bopp (2006). In the past, participation was used to describe an outsider's engagement with a community. Spradley's Participant Observation (1980) is indicative of this. However, with an understanding of participation as defined by Bopp and Bopp, it becomes a term imbued with community empowerment rather than with community need and concession.

Cogan and Sharpe (1986) identify five benefits of citizen participation to the planning process: Information and ideas on public issues; Public Support for planning decisions; Avoidance of protracted conflicts and costly delays; Reservoir of good will which can carry over to future decisions; and Spirit of cooperation and trust between the agency and the public. All of these benefits are important to community development initiatives, particularly CDF projects and programmes; a reason which this theory applies to this study.

Michael Brydger (2012) argued that if practiced correctly, the theory of participation, in a macro sense, provides the means for an outsider to engage with and learn from local communities, and in a micro sense, absorbs local ways of knowing to drive the theory resulting in meaningful action.

Many organisations or persons like to do away with citizen participation in project planning arguing that community participation is too costly both in terms of funds and time. What they fail to understand is that many community participatory programs are done as a result of a public need expressed by the community.

This theory is related to this study because of the aspect of community participation in relation to CDF projects.

## **2.4 Knowledge gaps in literature review**

Community participation is a concept which has been around for a while now. The concept has found its way from the pages in magazines, newspapers and books to the living documents in government institutions like the constitutions and act of parliament. However, there is still a lot of talk on community participation and way of doing it has not been fully agreed. The concept of citizens' participation though accepted across the board, its application has been marred with challenges. In other sectors citizens only participate by being informed on what is happening, in others the citizens are consulted while in certain places citizens are considered equal partners in development and have been empowered to undertake their own projects with minimal outside

support. Despite the fact that citizens' participation concept has been around for a while now gaps still exist and a lot of things still need to be made clear when we talk of citizen participation.

**Table 2.1 knowledge gaps**

Variable	Literature	Findings	Knowledge gaps
Community participation in project identification	Andrea C. (2008) in <i>Unpacking 'Participation': models, meanings and practices</i>  Oakley,P.(1995) <i>People's participation in development projects</i> , Occasional Papers Series 7, INTRAC, Oxford.	The study found that the term participation can be used to meet just any meaning. Some people (forces) can use participation to achieve their own selfish ends.	There is no clear way or process to be used to achieved perfect community participation
Community participation in project design	Cernea, M. (1991) <i>Putting People First: Sociological Variables in Rural Challenges:</i>  Gaventa, J. and Robinson, M. (1998) <i>'Influence from below and space from above:</i>	Participatory approaches tend to overlook complexities and questions of power and conflict within communities.	The study did not elaborate on the issue of representation or delegated power where other people act on behalf of other
Community participation in monitoring and evaluation	Pretty, J. (1995) <i>Participatory learning for sustainable agriculture</i> , World Bank (2004) <i>Monitoring &amp; Evaluation</i> . Washington DC	Participatory community monitoring and evaluation are extremely important for learning about the achievement/deviation from original plans and the remedial measures that can be taken in time.	There is no clear separation of tasks such that it is not known from the onset who does the implementation and who does the M&E work at the community level.
Community capacity building	Pryosusilo K. et al (2013). <i>Effective Engagement. Human, Social and Community Capacity</i> . Retrieve from <a href="http://www.iap2.org">http://www.iap2.org</a> .	Project implementation requires some skills and knowledge as well as positives social relationships.	The study did not focus on scarcity of resources.

## **2.5 Conceptual framework**

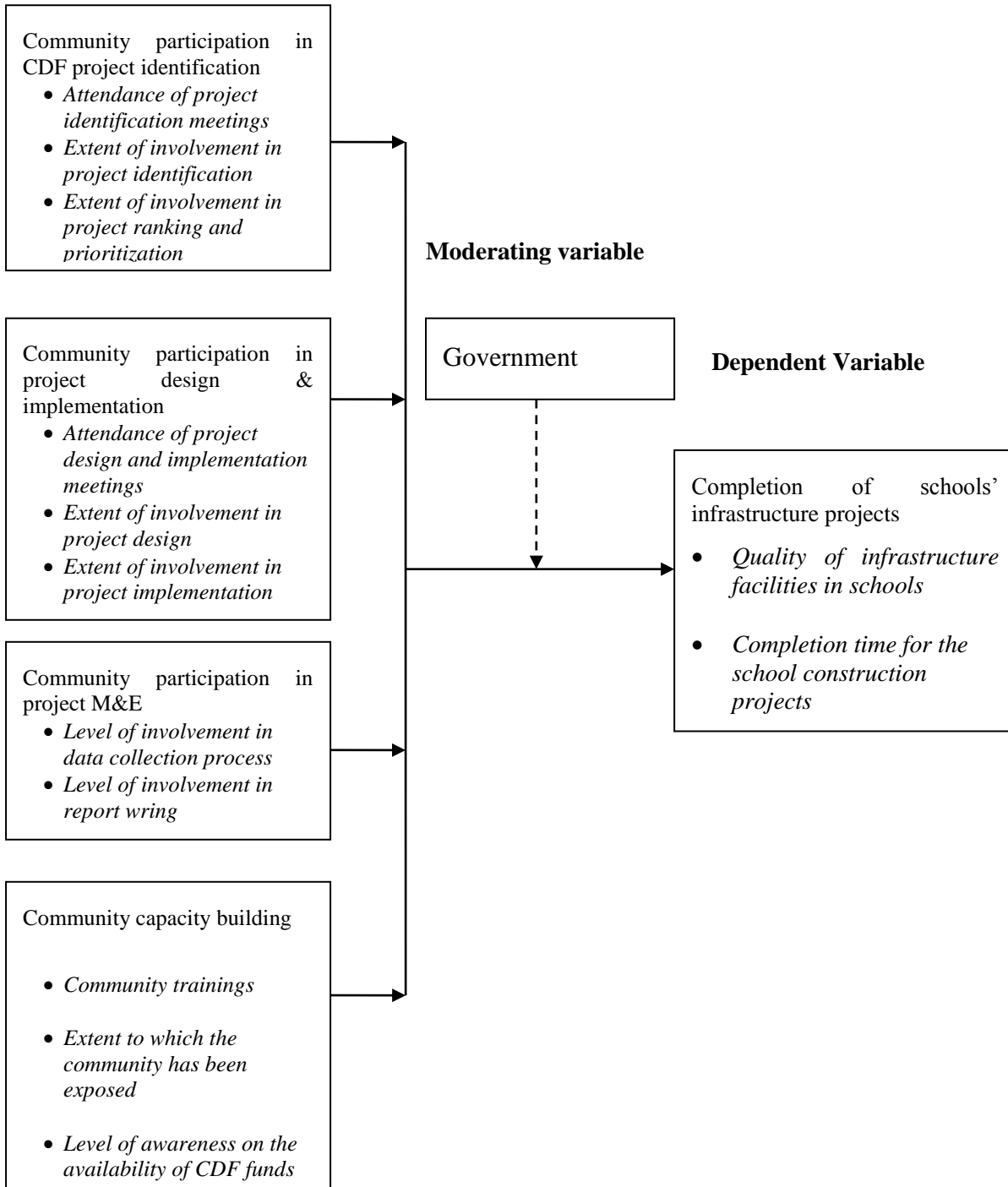
The conceptual framework outlines the various variables that directly or indirectly affect the subject matter and tries to establish a logical linkage between them. For instance, in this study, the researcher will seek to establish whether influence of community participation in identifying, designing, monitoring and evaluation as well as community capacity enhancement has an effect on CDF projects completion.

There are also intervening and moderating variables that might have an impact on project completion. These variables are not discussed but are taken into account in the conceptual framework.

Conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought. Armstrong (2006) explains that the conceptual framework aims to update and refine the existing concepts to reflect the changes. According to Rose (2008), conceptual framework is an intermediate theory that attempts to connect all the aspects of inquiry (statement of the problem, significance of the study, literature review, methodology, data collection and analysis).



## Independent Variable



**Figure 2.1: Conceptual framework**

There is a need for policy makers at the CDF board and Constituency office to focus on the variables identified above to ensure that CDF projects are initiated and completed on time and without major challenges. Community members need to be at the forefront in project

identification, project designing, project monitoring and evaluation and their capacity continuously built to successfully undertake projects.

## **2.6 Summary of Literature review**

This chapter presented a review of related literature and various concepts on the subject under study presented by various researchers, scholars, analysts, theorists and authors. It has discussed the literature review of the study; the review drew its focus on the past major activities that have been observed in line with the study. The information was obtained from past reference materials such as magazines, newspapers and journals and various views from scholars.

On the influence of community participation in project identification on completion of community projects, it emerged that for community projects to be successfully implemented there should be deliberate decision on the side of policy makers to ensure community are at the centre of identifying and prioritising the kind of projects they want. This is in line to Cernea (1991) argument that; spelling out what exactly people are being enjoined to participate in, for what purpose, who is involved and who is absent – is a step towards dispelling some of the ‘clouds of cosmetic rhetoric’.

On the influence of community participation in project design on completion of community projects; the literature reviewed showed it is imperative that community be allowed to envision and participate in bringing into being what they aspire to have. Cornwall (2008) argued that sometimes the most transformational intentions can meet a dead end when ‘intended beneficiaries’ choose not to take part, or where powerful interest groups or gatekeepers within the community turn well-meaning efforts on the part of community development workers to their own ends.

While examining the influence of community participation in monitoring and evaluation on project completion; it became clear that monitoring and evaluation need to be an exercise that should involve the community. M&E is sometimes referred to as participatory M&E. Community M&E involves community members in two main ways; firstly, community members may be involved in typical M&E functions such as; collecting data, recording data, processing data and analyzing and communicating information. Secondly, community members play a big role in deciding what success is and how it will be measured.

When looking at the literature on the influence of community capacity building on completion of CDF projects it emerged that community capacity building is an integral component in community participation in project implementation. Capacity building empowers the community to undertake their own projects with minimal outside intervention. The community capacity can be enhanced through training and exposure and if done properly the community members can be able on their own to implement and deliver quality projects.

Project completion is the last most important phases of a project. This is because the project once completed can be launched and handed over to the users for instance if it is a class in schools, the students can be ushered in to use it for learning.

If the project is implemented to completion and is of quality and serving the purpose that was intended for, then the project can used as a benchmark for future similar projects.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter examined the research methodology that was used in the research. The section covered the research design; define the target population, the sampling procedure, and the methods of data collection, the reliability and validity of data and data collection tools and the methods that the researcher used to analyze the data collected in the field.

#### **3.2 Research Design**

A research design is the strategy for a study and the plan by which the strategy is to be carried out (Cooper & Schindler, 2001). It specifies the methods and procedures for the collection, measurement, and analysis of data. Gupta (2008) avers that a research design is the basic plan that indicates an overview of the activities that are necessary to execute the research project. Kothari (2004) define a research design as a detailed plan on how the research is conducted. The research design that was employed in this study was descriptive survey design. Cooper and Schindler (2008) demonstrate that the essential features of descriptive that lies in the objectives. If the research is concerned with finding out who, what, where, when, or how much, then the study is descriptive. Descriptive studies are those to describe phenomena associated with a subject population or to estimate proportions of the population that have certain characteristics.

Mugenda and Mugenda (2003) indicate that descriptive survey designs are conducted to establish the extent of a range of issues. They argue that in descriptive designs, variables with greater dispersion indicate disparities within the community and provide important clues regarding the issues that the investigator should focus on. Orodho (2003) postulates that descriptive design is a method of collecting data by interviewing or administering a questionnaire to a sample of individuals which can be used when collecting information about peoples' attitudes, opinions, habits or any other social issues.

Descriptive survey is a description of the state of affairs as it exists (Orodho and Kombo, 2002). Sekaran and Bougie (2011) agrees with Orodho and Kombo (2002) by asserting that descriptive study is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in situation.

### **3.3 Target Population**

According to Kombo and Tromp (2006) a population is a well-defined set of people, services, elements, events, group of things or households that are being investigated to generalize the results. This definition assumed that the population is not homogeneous. Lumley (2004) defines population as a larger collection of all subjects from where a sample is drawn. It refers an entire group of individuals, events or objects having common observable characteristics (Mugenda & Mugenda, 2003).

Cooper and Schindler (2006) observe that a population is the total collection of elements about which one wants to make inferences. Similar view is also expressed by Kothari (2004). Target population in statistics is the specific population about which information is desired (Gupta, 2012). Target population is that population which the researcher wants to generalize results (Mugenda & Mugenda, 2003).

The target population for this study was all the public primary schools in Kajiado Central constituency, Matapato South Ward that have benefited from CDF sponsored projects. There are 20 registered public primary schools in Matapato South ward (Source; DEO office 2015). And as per the Krejcie and Morgan table (1970) the study sample is 19 schools, meaning 19 schools were randomly picked for the study. The study also used purposive approach to identify five chiefs and two CDF officials making a total of 45 respondents in Matapato South Ward.

### **3.4 Sample and sampling Technique**

A sample is a subset of population (Hyndman, 2008). Marczyk, et al (2005) defined a sample as a subset of the population to be studied. It is a true representative of the entire population to be studied (Leary, 2001). Similarly, sampling is the selection of a subset of individuals from within a population to yield some knowledge about the whole population, especially for the purposes of making predictions based on statistical inference (Scott & Wild, 1986; Black and William, 2004). Its main advantages are cost, speed, accuracy and quality of the data (Ader, Mellenbergh, & Hand, 2008). A good sample should be truly representative of the population, result in a small sampling error, viable, economical, and systematic, whose results can be applied to a universe with a reasonable level of confidence (Kothari, 2004). Since the population of this study is small, census approach was used and thus 45 respondents were the unit of observation.

### **3.5 Data collection instruments**

This study utilized the questionnaires and interview guide, as the main data collection method. Naremo (2002) argues that the questionnaires condense all the authentic data against the question in it and is free from distortion at the time of analysis. The sentiments by Naremo (2002) were supported by (Mugenda and Mugend, 1999) who emphasized on the use of questionnaires for survey designs. The questionnaires had both closed and open ended questions focusing on the four objectives under study. Wherever necessary, the research also made use of interviews and observations as data collection methods.

Key informant interview was used to gain information from community leaders like the chiefs and CDF officials. Reports of various completed projects were reviewed and the findings extrapolated to find out the validity of the responses from the questionnaires.

#### **3.5.1 Pilot testing**

Prior to using a questionnaire to collect data it should be pilot tested. The purpose of the pilot test was to refine the questionnaire so that respondents had no problems in answering the questions and there were no problems in recording the data. In addition, it enabled one to obtain some assessment of the question's validity and the likely reliability of the data that was collected. Preliminary analysis using the pilot test data can be undertaken to ensure that the data collected enabled the investigative questions to be answered (Saunders, Lewis and Thornhill 2012).

According to Mugenda and Mugenda (2003), a pretest sample ranges from 1% to 10% depending on the sample size. The study used a 10% pretest sample that gave a sample of 6 respondents that were randomly selected. The questionnaires were administered to the 6 respondents who were requested to fill in the questionnaires and encouraged to give feedback regarding the questions in the research instrument. If there were any problem encountered while filling the questions, the questions were rephrased by the researcher based on the feedback and then returned to the respondents to fill again. The processing of incorporating feedback from the pretest sample was done until the questions were fine and errors in the questionnaires were corrected to ensure effective data collection process.

### **3.5.1 Validity of the Instruments**

According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity exists if the data measure what they are supposed to measure. In order to test and enhance the validity of the questionnaire, six questionnaires were pilot tested and reviewed with a view to improving validity of the data that were collected. Industry experts and the research supervisor went through the questionnaire to enhance validity.

### **3.5.2 Reliability of the Instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda&Mugenda, 2003). Orodho (2000) supports it as a degree to which particular measuring procedure gives similar results over a number of repeated trials. A measure is considered reliable if a person's score on the same test given twice is similar. Six questionnaires were piloted by issuing them to respondents who were not to be included in the final study sample. The questionnaires were then coded and responses input into SPSS which were used to generate the reliability coefficient. The study used the most common internal consistency measure known as Cronbach's Alpha ( $\alpha$ ) which was generated by SPSS. It indicates the extent to which a set of test items can be treated as measuring a single latent variable (Cronbach, 1951). The recommended value of 0.7 was used as a cut-off of reliability for this study.

### **3.6 Data collection procedures**

Having developed and pre-tested the tools, the necessary approvals was sought form the relevant authorities for data collection. In line with this therefore, a letter was obtained from NACOST offices in Nairobi. A visit to all the sampled locations was organized to create rapport and prepare the ground for the research and data collection. The community members both groups and individuals of all the pilot locations were mobilized to support the spearheading of the data collection process. A schedule of visits to each location were prepared and shared with the community members.

### 3.7 Data analysis techniques

The study used quantitative techniques in analyzing the data. Descriptive analysis was employed; which include; mean standard deviations and frequencies/percentages. Inferential statistics such as correlation and regression analysis were used. The organized data was interpreted on account of concurrence to objectives using assistance of computer packages especially Statistical Package for Social Sciences (SPSS) to communicate the research findings. The data was presented in form of tables and charts for ease of understanding

Correlation analysis was used to test the association between key independent variables and implementation and results were presented in form of Pearson statistic, having been worked out at the significance level set at 0.05. A multiple regression model was used to test the significance of the influence of the independent variables on the dependent variable. The multiple regression model was presented as follows.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Completion of CDF Infrastructure Projects:

X<sub>1</sub> = Projects Identification

X<sub>2</sub> = Project Design

X<sub>3</sub> = Monitoring and Evaluation

X<sub>4</sub> = Capacity Building

e is error term

$\beta_0$  represents the constant

$\beta_1, \dots, \beta_4$  are regression coefficients for each independent variable.

The analysis of variance (ANOVA) was used to check the overall model significance. In particular, the calculated f statistic will be compared with the tabulated f critical. A critical p value of 0.05 was also used to determine whether the overall model was significant or not. The individual regression coefficients were checked to see whether the independent variables



significantly affected the dependent variable. A critical p value of 0.05 was also used to determine whether the individual variables are significant or not.

### 3.8 Ethical consideration

Appropriate ethical behaviors were upheld in this research. The researcher and the assistants were required to stick to strict code of conduct while conducting the research. The respondents' privacy and opinion were respected and made confidential at all time. Their respondents' participation was through informed consent and voluntary participation.

### 3.9 Operational definition of variables

The table below gives a summary of research objectives, variable in the study, variables indicators, data collection tools, measurement and data analysis approaches.

**Table 3.1: Operationalisation of the variables table**

OBJECTIVE	VARIABLE	INDICATORS	DATA COLLECTION TOOL	MEASUREMENT	DATA ANALYSIS
To determine the influence of community participation in projects identification on completion of CDF funded projects in Matapato South Ward, Kajiado Central constituency	Community participation project identification	<ul style="list-style-type: none"> <li>• Attendance of project identification meetings</li> <li>• Extent of involvement in project identification</li> <li>• Extent of involvement in project ranking and prioritization</li> </ul>	Questionnaire  Interviews  Focused groups discussions	Ordinal  Nominal	Descriptive statistics  Inferential statistics
To establish the influence of community participation in project design and implementation on completion of CDF funded projects in Matapato South Ward, Kajiado Central Constituency	Community participation in project design & implementation	<ul style="list-style-type: none"> <li>• Attendance of project design and implementation meetings</li> <li>• Extent of involvement in project design</li> <li>• Extent of involvement in project implementation</li> </ul>	Questionnaire  Interviews  Focused group discussions	Ordinal  Nominal	Descriptive statistics  Inferential statistics

To establish the influence of community participation in monitoring and evaluation on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency	Community participation in project Monitoring and evaluation	<ul style="list-style-type: none"> <li>• Level of involvement in data collection process</li> <li>• Level of involvement in report writing</li> </ul>	<p>Questionnaire</p> <p>Interviews guidelines</p> <p>Focused groups discussions</p>	<p>Ordinal</p> <p>Nominal</p>	<p>Descriptive statistics</p> <p>Inferential statistics</p>
To investigate the influence of community capacity building on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency	Community capacity building	<ul style="list-style-type: none"> <li>• Level of awareness on the availability of CDF funds</li> <li>• Extent to which the community has been exposed</li> <li>• Extent to which the community has been trained on project implementation process</li> </ul>	<p>Questionnaire</p> <p>Interviews</p> <p>Focused groups discussions</p>	<p>Nominal</p> <p>Ordinal</p>	<p>Descriptive statistics</p>

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents data analysis, findings and interpretation. Results were presented in Tables and diagrams. The analyzed data was arranged under themes that reflected the research objectives.

#### 4.3 Reliability of Pilot Study

The reliability of an instrument refers to its ability to produce consistent and stable measurements. Bagozzi (1994) explains that reliability can be seen from two sides: reliability (the extent of accuracy) and unreliability (the extent of inaccuracy). The most common reliability coefficient is Cronbach's alpha which estimates internal consistency by determining how all items on a test relate to all other items and to the total test- internal coherence of data. The reliability is expressed as a coefficient between 0 and 1.00. The higher the coefficient, the more reliable is the test.

The cronbach alpha was calculated in a bid to measure the reliability of the questionnaire. This was done by subjecting the questionnaires to respondents that were randomly selected. All the variables were reliable since their Cronbach alpha was above 0.7 which was used as a cut-off of reliability for the study. Table 4.0 shows the reliability results.

**Table 4.0: Reliability**

Variable	No of Items	$\alpha$ =Alpha	Comment
projects identification	6	0.874	Reliable
design and implementation	6	0.939	Reliable
Monitoring and Evaluation	6	0.744	Reliable
capacity building	4	0.783	Reliable
Project Completion	15	0.742	Reliable

#### 4.2 Response Rate

The study focused on the influence of community participation on completion of CDF schools' infrastructure projects: a case of Matapato South Ward in Kajiado Central Constituency, Kenya. A total of 45 targeted individual were issued with the questionnaires which imply that the entire

sample population was used for the study. The result of the analysis of the respondents is presented in Table 4.1.

**Table 4.1: Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Returned	36	80%
Unreturned	9	20%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 4.1 shows that a total of 45 questionnaires were distributed. Out of these, 36 questionnaires were properly filled and returned. This represented an overall successful response rate of 80%. According to Mugenda and Mugenda (2003) and also Kothari (2004) a response rate of above 50% is adequate for a descriptive study. Babbie (2004) also asserted that return rates of above 50% are acceptable to analyze and publish, 60% is good and 70% and above is very good. Based on these assertions from these studies, 90% response rate is considered very good for the study.

### **4.3 Demographic Characteristics**

This section consists of information that describes basic characteristics; gender of the respondent, age of the respondent, level of education and years worked in their current position. Each respondent's demographic characteristics were important for the study since it helped to understand the background of the respondents before embarking on obtaining the responses which were aimed to achieve the specific objectives. The numbers were arrived by inputting the data into the SPSS software, then running the descriptive frequencies to generate the gender frequencies.

#### **4.3.1 Gender of the respondents**

Table 4.2 shows the analysis of men and women who participated in the study.

**Table 4.2: Gender of the respondents**

<b>Gender</b>	<b>Percent</b>
Male	72%
Female	28%

The gender population of this study consisted of 26 men and 10 females. According to the results in Table 4.1, At the end of data collection, 72% were male while 28% were female of questionnaires received, processed and analyzed using excel software. This shows that majority of the respondents were male. This analysis is consistent with that of Gauge (2001) and Gakure (2003) studies that have identified male domination in the formal and informal sectors include. Other studies however, found that in spite of women being major actors in Kenya's economy, and notably in agriculture and the informal business sector, men dominate in the formal sector citing the ratio of men to women in formal sector as 74%:26% (Ellis, Cutura, Dione, Gillson, Manuel & Thongori, 2007)

#### **4.3.2 Age of the respondents**

The results findings of age of the respondents are presented in Table 4.3

**Table 4.3: Age of the respondents**

<b>Age Category</b>	<b>Percent</b>
35-44	42%
25-34	31%
18-24	5%
Over 45	22%

From the results in Table 4.3, majority of the respondents who was 42% were on age bracket of 35-44 years. 31% were on age bracket of 25-34 years, 22% were above 45 years while only 5% who were the least were between 18-24 years old. This implies that majority of the respondents were older with good knowledge of CDF project in their primary schools, according to the

Population Situation Analysis Report (2014) the trend of population growth for persons aged 21-40 years has increased from about 12% in 1999 to nearly 15% in the year 2009. Therefore, the finding of this study reflects the current trend of the Kenya population indices.

### **4.3.3 Highest Level of Education**

In question 3 of section A of the questionnaire, the respondents were requested to indicate their level of education. The results were presented in Table 4.4.

**Table 4.4: Highest Level of Education**

<b>Education Level</b>	<b>Percent</b>
Tertiary Level	58%
Secondary	17%
Primary	8%
Informal	3%
Other	14%

From the results in Table 4.4, 58% of the respondents had their highest level of education being tertiary level, 17% had secondary qualification, 14% had other level of education qualification being graduate and post graduate, 8% had primary qualification while 3% had informal education. In as far as the title of study is concerned, the results imply that, the respondents were expected to understand the questionnaire and give valid response since they had a better understanding as guided by their level of education.

## **4.4 Influence of Projects Identification on Completion of CDF Funded Projects**

### **4.4.1 Awareness of Project Identification Meetings**

The respondents were asked to indicate whether they had ever heard of any CDF project identification meetings that needed their attendance. Table 4.5 show the results of the findings.

**Table 4.5: Project Identification Awareness**

<b>Aware of meetings</b>	<b>Percent</b>
Yes	63%
No	37%

According to the findings in Table 4.5, 63% were aware of the meetings as they have heard of CDF project identification meetings that needed their attendance. The finding also shows that 37% had never heard of CDF project identification meetings that needed their attendance. This implies majority were aware of project identification meetings and were expected to give information on the same.

Of those who admitted to have heard, they were further asked if they had ever attended the project identification meetings. The findings were as shown in Table 4.6.

**Table 4.6: Project Identification meetings**

<b>Meeting Attendants</b>	<b>Percent</b>
Yes	71%
No	29%

The results in table 4.6 show that out of those aware of project identification meetings, 71% had attended the meetings while 29% did not attend. The results imply that majority of those who were aware of project identification meeting attended the meetings.

Those who attended the meeting were further asked to comment about the attendance turn up. The results were as shown in Table 4.7.

**Table 4.7: Project Identification Meeting Turn Up**

<b>Turnover</b>	<b>Percent</b>
Good	59%
Very good	6%
Average	9%
Poor	13%
Very poor	13%

The findings in table 4.7 show that majority who were 59% commented that the meeting was good, 13% indicated that the meeting poor, another 13% indicated that it was very poor, 9% indicated the meeting was average while 6% indicated that the meeting was very good. The finds imply for the majority, the meeting was good.

For those who attended the meeting, they were also asked to comment on the main participants during the project identification meeting. The results finding were as shown in Table 4.8.

**Table 4.8: Main Participants**

<b>Participants</b>	<b>Percent</b>
Local administration	29%
Men	18%
Youth	17%
Women	12%
Others	9%

According to table 4.8, majority who were 29% indicated that the main participants were the local administration, 18% indicated that men were the main participants, 17% indicated that youths were the main participants, 15% indicated that CBOs were the main participants, 12% indicated that women were the main participants while 9% indicated that others aside from the given including politicians were the main participants.



Lastly, those who attended the meeting were asked to comments whether the CDF supported the priority project in their school. The results were as shown in Table 4.9.

**Table 4.9: Project Priority Support**

<b>Project support</b>	<b>Percent</b>
Yes	78%
No	22%

Results in table 4.9 above shows the 78% indicated that CDF supported the priority project in their schools while 22% indicated that they did not.

The respondents were asked to indicate the terms of participation in the project identification meetings. The results of the findings were as shown in Table 4.10.

**Table 4.10: Participation Terms**

<b>Participation terms</b>	<b>Percent</b>
Voluntary	93%
Paid	7%

Finding in Table 4.10 shows that majority of the respondents who represent 93% indicated that the terms of participation in the project identification meetings was voluntary while only 7% indicated that they would like to be paid to attend meetings.

#### **4.4.2 Community Participation in Project Identification**

This section presents the descriptive results on statements on community participation in project identification. Descriptive statistics were obtained through running the statements descriptive custom table and presenting in percentages. The mean and the standard deviations were obtained through running the descriptive statistics. The finding was as presented in table 4.11.

**Table 4.11: Community Participation in Project Identification**

<b>Statements</b>	<b>Yes</b>	<b>No</b>	<b>Mean</b>	<b>Std. Deviation</b>
Involvement in project identification	41.1%	58.9%	1.39	0.49
Involvement in project ranking and prioritization	44.4%	55.6%	1.44	0.50
Involvement during project approval	42.9%	57.1%	1.57	0.50
<b>Average</b>			<b>1.47</b>	<b>0.50</b>

According to results in Table 4.10, 41.1% accepted that the community was involved in project identification while 58.9% indicated that they were not involved. 44.4% indicated that the community was involved in project ranking and prioritization while 55.6 indicated that they were not involved, while 57.1% indicated that the community was not involved during project approval while 42.9% indicated that they were involved. On a two-point scale, the average mean of the responses was 1.47 which mean that majority of the respondents accepted most of the statements; however, the answers were varied as shown by a standard deviation of 0.50.

#### **4.4.3 Level of Satisfaction on Community Participation in Project Identification**

This section presents the descriptive results on statements on Level of Satisfaction on Community Participation in Project Identification. Descriptive statistics were obtained through running the statements using descriptive custom table and presenting in percentages. The mean and the standard deviations were obtained through running the descriptive statistics. In this study, Level of Satisfaction on Community Participation in Project Identification was measured by three questions. The respondents were asked to give their opinion regarding their Level of Satisfaction on Community Participation in Project Identification. Specifically, they were asked to rate on a scale of 1 to 5 1=Very Satisfied, 2= Satisfied, 3= Moderate, 4= Unsatisfied and 5= Very Unsatisfied. The analysis is on Table 4.12.

**Table 4.12: Level of Satisfaction on Community Participation in Project Identification**

<b>Statements</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Moderate</b>	<b>Unsatisfied</b>	<b>Very Unsatisfied</b>	<b>Mean</b>	<b>Std. Dev</b>
Community participation in identification of CDF projects	13.9%	31.7%	19.4%	19.4%	15.6%	2.61	1.13
Community participation in project ranking and prioritization	11.4%	28.6%	22.9%	22.9%	14.3%	3.00	1.26
Community participation in project approval processes/procedures	11.4%	14.3%	31.4%	37.1%	5.7%	3.11	1.11
<b>Average</b>						<b>2.91</b>	<b>1.16</b>

According to results in Table 4.12, 45.6% were satisfied with the community participation in identification of CDF projects, 40.0% were not satisfied with the community participation in project ranking and prioritization, while 42.2% were not satisfied with the community participation in project approval processes/procedures. On a five-point scale, the average mean of the responses was 2.91 which mean that majority of the respondents were moderately satisfied with the statements; however, the answers were varied as shown by a standard deviation of 1.16.

#### **4.5 Influence of Projects Design and Implementation on Completion of CDF Funded Projects**

##### **4.5.1 Awareness of Design and Implementation Meetings**

The respondents were asked to indicate whether they had ever heard of any CDF project Design and Implementation meetings that needed their attendance. Table 13 show the results of the findings.

**Table 4.13: Meeting Awareness**

<b>Awareness</b>	<b>Percent</b>
Yes	67%
No	33%

According to the findings in Table 4.13, 67% were aware of the meetings as they have heard of CDF project Design and Implementation meetings that needed their attendance. The findings also show that 33% had never heard of CDF project Design and Implementation meetings that needed their attendance. This implies majority were aware of project Design and Implementation meetings and were expected to give information on the same.

Of those who admitted to have heard, they were further asked if they had ever attended the project identification meetings. The findings were as shown in table 4.14.

**Table 4.14: Project Identification meeting Attendants**

<b>Attendants</b>	<b>Percent</b>
Yes	67%
No	33%

The results in Table 4.14 show that out of those aware of project Design and Implementation meetings, 67% had attended the meetings while 33% did not attend. The results imply that majority of those who were aware of project Design and Implementation meeting attended the meetings.

Those who attended the meeting were further asked to comment about the attendance turn up. The results were as shown in Table 4.15.

**Table 4.15: Project Design and Implementation Meeting Turn Up**

<b>Participants</b>	<b>Percent</b>
Very good	9%
Good	37%
Average	15%
Poor	21%
Very poor	18%

The findings in Table 4.15 show that majority who were 37% commented that the meeting was good, 21% indicated that the meeting was poor, 18% indicated that it was very poor, 15%

indicated the meeting was average while 9% indicated that the meeting was very good. The finds imply for the majority, the meeting was good.

For those who attended the meeting, they were also asked to comment on the main participants during the project identification meeting. The results finding were as shown in Table 4.16.

**Table 4.16: Main Participants**

<b>Participants</b>	<b>Percent</b>
Local administration	29%
Men	29%
Youth	3%
Women	9%
CBOs	15%
Others	15%

According to Table 4.16, majority who were 29% indicated that the main participants were the local administration, another 29% indicated that men were the main participants, 15% indicated that CBOs were the main participants, another 15% indicated that others aside from the given including politicians were the main participants, 9% indicated that women were the main participants while 3% indicated that the main participants were youth.

#### **4.5.2 Community Participation in Project Design and Implementation**

This section presents the descriptive results on statements on Community Participation in Project Design and Implementation. Descriptive statistics were obtained through running the statements using descriptive custom table and presenting in percentages. The mean and the standard deviations were obtained through running the descriptive statistics. In this study, Community Participation in Project Design and Implementation was measured by six questions. The respondents were asked to give their opinion regarding Community Participation in Project Design and Implementation. Table 4.17 shows the results of the findings.

**Table 4.17 Community Participation in Project Design and Implementation**

<b>Statements</b>	<b>Yes</b>	<b>No</b>	<b>Mean</b>	<b>Std. Dev</b>
Projects objectives setting and implementation strategies	45.7%	54.3%	1.54	0.51
Identify project intervention areas (implementation)	34.3%	65.7%	1.34	0.48
Project budgeting (costing)	45.7%	54.3%	1.54	0.51
Tasks/roles (Labor and material contribution) allocation	54.3%	45.7%	1.46	0.51
Project scheduling (time frame)	45.5%	54.5%	1.55	0.51
Management of information system (project records)	57.1%	42.9%	1.43	0.50
<b>Average</b>			<b>1.48</b>	<b>0.50</b>

According to results in Table 4.17, majority of the respondents who represented 54.3% disagreed with the statement that the community participation in Projects objectives setting and implementation strategies, 34.3% accepted that the community participated in Identify project intervention areas, 54.3% of the respondents disagreed with the statement that the community were involved in project budgeting and costing, 54.3% accepted that they were involved in task and roles allocation, 54.5% disagreed that they participated in project scheduling while 57.1% accepted that the community participated in project records keeping. On a two-point scale, the average mean of the responses was 1.48 which mean that majority of the respondents accepted the statements; however, the answers were varied as shown by a standard deviation of 0.05.

#### **4.6 Influence of Projects Monitoring and Evaluation on Completion of CDF Funded Projects**

This section presents the descriptive results on statements on Community Participation in Project Monitoring and Evaluation. Descriptive statistics were obtained through running the statements using descriptive custom table and presenting in percentages. The mean and the standard deviations were obtained through running the descriptive statistics. In this study, Community Participation in Project Monitoring and Evaluation was measured by six questions. The respondents were asked to give their opinion regarding their Community Participation in Project Monitoring and Evaluation. Specifically, they were asked to rate on a scale of 1 to 5 1=To very large extent, 2= To some extent, 3= To little extent, 4= To very little extent and 5= Never. The analysis is on Table 4.18.

**Table 4.18: Community Participation in Project Monitoring and Evaluation**

<b>Statements</b>	<b>To a very large extent</b>	<b>To some extent</b>	<b>To little extent</b>	<b>To very little extent</b>	<b>Never</b>	<b>Mean</b>	<b>Std. Dev</b>
The community is involved extensively in M & E activity	18.3%	30.6%	16.7%	13.9%	20.6%	3.28	1.41
The level of community involvement is affected by lack of understanding of the CDF projects M &E process	22.2%	30.6%	13.9%	16.7%	16.7%	2.75	1.42
The level of community involvement in M & E is affected by lack of access to information about CDF projects	50.0%	30.6%	11.1%	0.0%	8.3%	1.86	1.18
The level of community involvement in M & E is affected by the need for complex skills	22.9%	34.3%	22.9%	14.3%	5.7%	2.46	1.17
Lack of incentives for participating in CDF projects especially in the case of project M & E.	22.9%	28.6%	25.7%	5.7%	17.1%	2.66	1.37
The level of community involvement in M & E is affected by a mismatch of what they expect CDF projects to be and what the CDF office is doing.	11.4%	28.6%	25.7%	11.4%	22.9%	3.06	1.35
<b>Average</b>						<b>2.68</b>	<b>1.32</b>

According to results in Table 4.18, majority of the respondents who represented 48.9% agreed with the statement that the community participated to a given extent in M & E activity, 52.8% indicated that community involvement to some extent was affected by lack of understanding of the CDF projects M &E process, 80.6% of the respondents indicated that the community involvement in M & E to an extent was affected by lack of access to information about CDF projects, 57.2% indicated that the level of community involvement in M & E to an extent was affected by the need for complex skills, 51.5% indicated that to an extent there was lack of incentives for participating in CDF projects especially in the case of project M & E while 40.0% indicated that the level of community involvement in M & E was to an extent affected by a mismatch of what they expect CDF projects to be and what the CDF office was doing. On a five-point scale, the average mean of the responses was 2.68 which mean that majority of the respondents indicated a little extent to the statements on M & E; however, the answers were varied as shown by a standard deviation of 1.32.

#### 4.7 Influence of Community Capacity Building on Completion of CDF Funded Projects

This section presents the descriptive results on statements on Community Capacity Building. Descriptive statistics were obtained through running the statements using descriptive custom table and presenting in percentages. The mean and the standard deviations were obtained through running the descriptive statistics. In this study, Community Capacity Building was measured by four questions. The respondents were asked to give their opinion regarding their Community Participation in Project Monitoring and Evaluation. Specifically, they were asked to rate on a scale of 1 to 5 1=Strongly disagree, 2= Disagree, 3= Not aware, 4= Agree and 5= Strongly Agree. The analysis is on Table 4.19.

**Table 4.19: Community Capacity Building**

<b>Statements</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not aware</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>Std. Dev</b>
The community members have been sensitized on availability of CDF funds in this constituency	13.9%	8.3%	13.9%	50.0%	13.9%	3.42	1.25
The community members have been trained on CDF project implementation processes and management	27.8%	21.7%	21.1%	26.7%	2.8%	3.25	1.13
Community members have been taken to exposure tours for learning/benchmarking	4.4%	25.0%	25.0%	42.8%	2.8%	3.49	1.04
Community capacity building have a positive influence on completion of CDF projects	11.1%	13.9%	11.1%	22.2%	41.7%	3.69	1.43
<b>Average</b>						<b>3.46</b>	<b>1.21</b>

According to results in Table 4.19, majority of the respondents who represented 50.0% agreed with the statement that the community members have been sensitized on availability of CDF funds in this constituency, 26.7% agreed that community members have been trained on CDF project implementation processes and management, 42.8% of the respondents agreed that community members have been taken to exposure tours for learning/benchmarking while 41.7 strongly agreed that community capacity building have a positive influence on completion of CDF projects. On a five-point scale, the average mean of the responses was 3.46 which mean that majority of the respondents agreed with the statements on community capacity building; however, the answers were varied as shown by a standard deviation of 1.21.



#### 4.8 CDF Schools Project Completion

The respondents were asked to describe the completion rates of the CDF schools projects in their community. The results were as shown in Table 4.20.

Those who attended the meeting where further asked to comment about the attendance turn up. The results were as shown in Table 4.20.

**Table 4.20: CDF Schools Project Completion**

<b>Turnover</b>	<b>Percent</b>
Good	24%
Average	67%
Poor	9%

According to Table 4.20, 24% indicated that the completion rate was good, 67% indicated that the rate was average while 9% indicated that the completion rate was poor.

The respondents were also asked to indicate if the projects were completed in stipulated time. The findings of the results were provided in table 4.21.

**Table 4.21: Completion Time**

<b>Completion time</b>	<b>Percent</b>
Yes	30%
No	70%

According to the findings in figure 4.15, 70% indicated that projects were not completed within stipulated time. 30% indicated those projects were completed within stipulated time.

The respondents were further asked to rate the level of satisfaction of the quality of work done in their locality in regard to the construction of the CDF's School's project. The response were as provided in Table 4.22.

**Table 4.22: Quality of work**

<b>Participants</b>	<b>Percent</b>
Very satisfied	11%
Satisfied	20%
Moderate	39%
Unsatisfied	22%
Very unsatisfied	8%

The respondents were asked to give opinion on the stage community have an interest and were adequately involved in the CDF school's infrastructure projects. The results were provided in table 4.23

**Table 4.23: Opinion on the stage community**

<b>Participants</b>	<b>Percent</b>
Project M&E stage	33%
Project closure and handing over	19%
All stages	17%
Identifying stage	11%
Design and implementation stage	6%

From the results in table 4.23, 33% responded that they were interested in project monitoring and evaluation. 19 indicated that they were interested in project closure and handing over, 17% were interested all the stages, 14% were not interested in any stage. 11 were interested in identifying stage while only 6% percent were interested in design and implementation stage.

Further, the respondents were asked stage they thought was important in future for their inclusion so as to ensure successful completion of the construction of CDF school projects in their locality. The results is shown in table 4.24.

**Table 4.24: Important Stage**

<b>Participants</b>	<b>Percent</b>
Project M&E stage	6%
Project closure and handing over	8%
All stages	56%
Identifying stage	25%
Design and implementation stage	5%

From the findings in table 4.24, 56% of the respondents indicated that all stages were important and they be involved in future, 25% indicated the identifying stage, 8% indicated project closure and handing over stage, 6% indicated project monitoring and evaluation stage while 5% indicated they be informed of project design and implementation stage.

#### **4.9 Correlation Analysis**

The correlation analysis results are presented in table 4.25.

**Table 4.25: Correlation analysis**

		<b>Completion</b>	<b>Project Identification</b>	<b>Design and Implementation</b>	<b>M &amp; E</b>	<b>Capacity Building</b>
Completion	Pearson Correlation Sig. (2-tailed)	1.000				
Project Identification	Pearson Correlation Sig. (2-tailed)	.359** .000	1.000			
Design and Implementation	Pearson Correlation Sig. (2-tailed)	.474** .000	-.265** 0.005	1.000		
M & E	Pearson Correlation Sig. (2-tailed)	.417** .000	.229* 0.015	0.049 0.605	1.000	
Capacity Building	Pearson Correlation Sig. (2-tailed)	0.141 0.007	0.082 0.392	-.238* 0.011	.242* 0.01	1.000

\*\* Correlation is significant at the 0.01 level (2-tailed).  
\* Correlation is significant at the 0.05 level (2-tailed).

The results in table 4.25 revealed that there was a positive and a significant relationship between Community Project Identification and Completion ( $r=0.359$ ,  $p=0.000$ ). The results indicated that there was a positive and a significant relationship between project Design and Implementation and the completion ( $r=0.474$ ,  $p=0.000$ ). The results also indicated that there was a positive and a significant relationship between M & E and the Completion ( $r=0.417$ ,  $p=0.000$ ). Further the results showed that there was a positive and a significant relationship between Capacity Building and completion ( $r=0.141$ ,  $p=0.007$ ).

#### 4.10 Regression Analysis

Regression analysis was performed by using the composites of the key variables. The data was input to the SPSS software. Results were then presented in Tables 4.26, 4.27 and 4.28.

**Table 4.26: Model Fitness for the Regression**

<b>Indicators</b>	<b>Coefficients</b>
R	0.767
R Square	0.589
Adjusted R Square	0.573
Std. Error of the Estimate	0.182746

The results presented in Table 4.26 present the fitness of model used in the regression model in explaining the study phenomena. This is supported by coefficient of determination also known as the R square of 58.9%. This means that independent variables explain 58.9% of the variations in the dependent variable which is the completion of CDF projects in primary schools. This results further means that the model applied to link the relationship of the variables was satisfactory.

**Table 4.27: Analysis of Variance**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	5.111	4	1.278	38.26	<b>0.000</b>
Residual	3.573	107	0.033		
Total	8.684	111			

Table 4.27 provides the results on the analysis of the variance (ANOVA). The results indicate that the overall model was statistically significant. Further, the results imply that the independent variables are good predictors of completion of CDF projects in primary schools. This was

supported by an F calculated statistic of 38.26 which is greater than f critical of 3.84 and the reported p=0.000 which was less than the conventional probability of 0.05 significance level.

**Table 4.28: Regression of Coefficients**

Variables	$\beta$	Std. Error	t	Sig
(Constant)	0.575	0.264	2.181	0.031
Project Identification	0.245	0.036	6.864	0.000
Design and Implementation	0.364	0.039	9.405	0.000
M & E	0.123	0.035	3.509	0.001
Capacity Building	0.129	0.043	2.986	0.004

Regression of coefficients results in table 4.28 shows Community Project Identification is positively and significantly related to project Completion ( $r=0.245$ ,  $p=0.000$ ). The results indicated that Project Design and Implementation is positively and significantly related to project completion ( $r=0.364$ ,  $p=0.000$ ). The results also indicated that M & E is positively and significantly related to project Completion ( $r=0.123$ ,  $p=0.001$ ). Further the results showed that Capacity Building is positively and significantly related to project completion ( $r=0.129$ ,  $p=0.004$ ).

The specific model is;

$$\text{Project Completion} = 0.575 + 0.364X_1 + 0.245X_2 + 0.129X_3 + 0.123X_4$$

Where  $X_1$  is Design and Implementation

$X_2$  is Project Identification

$X_3$  is Capacity Building

$X_4$  is Monitoring and Evaluation

## **4.11 Discussion of Findings**

### **4.11.1 Influence of Community Participation in Projects Identification on completion of CDF project**

The major finding under the first objective of the study is that the relationship between community project identification was positively and significantly related to project Completion as shown in table 4.14 ( $\beta = 0.245$ ,  $p = 0.000$ ). This finding is consistent with that of Paul, in Bamberger, (1986) indicated that community participation contributes to building beneficiary capacity: either through ensuring that participants are actively involved in project identification, planning and implementation or through formal or informal training and consciousness raising activities.

### **4.11.2 Influence of Community Participation in Project Design on completion CDF project**

The major finding under the second objective of the study is that project design and implementation is positively and significantly related to project completion ( $\beta = 0.364$ ,  $p = 0.000$ ). This finding supports those of Cornwall (2008) that in project design, the community should participate in planning meetings. The community should also have a say in what the projects sets out to do, the priority areas, and tasks scheduling. According to him being involved in a process is not equivalent to having a voice, voice needs to be nurtured. People need to feel able to express themselves without fear of reprisals or the expectation of not being listened to or taken seriously.

### **4.11.3 Influence of Community Participation in M&E on completion of CDF project**

The third objective was to establish the influence of community participation in monitoring and evaluation on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency. The major finding under this objective of the study is that the relationship between community participation in monitoring and evaluation and completion of CDF projects was positively and significantly related as shown in table 4.10 ( $\beta = 0.123$ ,  $p = 0.001$ ). This finding is consistent with that of Janet Shapiro, (2001) who observed that community monitoring and evaluation need to be an exercise that should significantly involves the community. Community monitoring and evaluation (M&E) involves community members in two main ways. Firstly, community members may be involved in typical M&E functions such as; collecting data,

recording data, processing data and analyzing and communicating information. Secondly, community members play a big role in deciding what success is and how it will be measured.

Banerjee et al, (2007) Participatory community monitoring and evaluation are extremely important for learning about the achievement/deviation from original plans and problems faced by local development interventions under implementation, so that remedial measures can be taken in time. Participatory M&E give an opportunity to the project agency to appraise shortage in the project design and ascertain whether; objectives and work plans were practical and see whether project is actually owned by community members.

#### **4.11.4 Influence of Community Participation in Capacity Building on completion of project**

The major finding under the fourth objective of the study is that capacity building was positively and significantly related to project completion as shown in table 4.10 ( $\beta = 0.129$ ,  $p = 0.004$ ). This finding supports those of Oakley and Marsden (1987) who suggested that participation enables individuals, families, or communities to assume responsibility for their own welfare, and that participation eventually leads to community's capacity to contribute to their own development. According to Pryosusilo *et al* (2013) Community capacity is the sum of two concepts, human and social capacity. Human capacity is the skills, knowledge and abilities of individuals. Social capacity is the nature and strength of relationships and level of trust that exists between individuals. These two elements can be mutually reinforcing.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter addresses the summary of the findings, the conclusions and the recommendations. This was done in line with the objectives of the study. Area of further research were also suggested

#### **5.2 Summary of Major Findings**

This section provides a summary of the findings from the analysis. This is done in line with the objectives of the study. There were 4 objectives in this study to; determine the influence of community participation in projects identification; establish the influence of community participation in project design and implementation; establish the influence of community participation in monitoring and evaluation; and investigate the influence of community capacity building on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency.

##### **5.2.1 Community Participation in Projects Identification**

The first objective of the study was to determine the influence of community participation in projects identification on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency. Regression results reveal that community participation in projects identification has a positive and significant relationship on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency. This means that an improvement in community participation in projects identification lead to a positive variation on completion of CDF projects in Kenya. Further, the finding was supported by results on statements about community participation in projects identification. Majority of the respondents agreed with most of the statements on community participation in projects identification.

##### **5.2.2 Community Participation in Project Design and Implementation**

The second objective was to establish the influence of community participation in projects design and implementation on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency. Regression results reveal that community participation in projects design and implementation has a positive and significant relationship on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency. This means that an improvement in



community participation in projects design and implementation leads to a positive variation on completion of CDF projects in Kenya. Further, the finding was supported by results on statements about community participation in projects design and implementation. Majority of the respondents agreed with most of the statements on community participation in projects design and implementation.

### **5.2.3 Community Participation in Monitoring and Evaluation**

The third objective was to establish the influence of community participation in projects Monitoring and Evaluation on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency. Regression results reveal that community participation in projects Monitoring and Evaluation has a positive and significant relationship on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency. This means that an improvement in community participation in projects Monitoring and Evaluation leads to a positive variation on completion of CDF projects in Kenya. Further, the finding was supported by results on statements about community participation in projects Monitoring and Evaluation. Majority of the respondents agreed with most of the statements on community participation in projects Monitoring and Evaluation.

### **5.2.4 Community Capacity Building**

The fourth objective of the study was to assess the influence of community capacity building on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency. Regression results reveal that community capacity building has a positive and significant relationship on completion of CDF projects in Matapato South Ward, Kajiado Central Constituency. This means that an improvement in community capacity building leads to a positive variation on completion of CDF projects in Kenya. Further, the finding was supported by results on statements about community capacity building. Majority of the respondents agreed with most of the statements on community capacity building section.

## **5.3 Conclusions of the Study**

Based on the findings above the study concluded that community participation in projects identification, community participation in project design and implementation, community

participation in monitoring and evaluation and community capacity building positively and significantly influence completion of CDF projects.

Based on the study findings, the study concludes that community participation in projects identification had a positive and significantly effect on completion of CDF projects in Kenya. Being a key determiner and a first solution to solving community problem, project identification is essential to make utilization of funds allocation meaningful once the project is complete.

The study findings also led to the conclusion that community participation in project design and implementation had a positive and significant effect on completion of CDF projects. There is need to have projects that have taken in community's inputs in their design and implementation. This ensures that project execution is efficient, effective and relevant to the community.

The study also concludes that community participation in monitoring and evaluation had positive and significant effect on completion of CDF projects. Participation in community monitoring and evaluation are extremely important in ascertaining whether project achieve intended targets or whether there is any deviation from original plans so that corrective measures can be taken in time. Participation in M&E give an opportunity to the project agency to appraise shortage in the project design and ascertain whether; objectives and work plans were practical and see whether project is actually owned by community members.

Lastly the study concludes that community capacity building had a positive and significant effect on completion of CDF projects in Kenya. Community capacity involves human and social capacity. Human capacity is the abilities, knowhow of persons in a given set up. Communal capability is the power of associations and the mutual interdependence and positive relations that subsist between people. The community empowerment through capacity building is essential for the success project completion.

#### **5.4 Recommendations**

The study conclusion led to the following recommendations

1. That the community should have a say in what the projects sets out to do, the priority areas to be focused on, and tasks scheduling. Involved in a process make people feel able to express themselves on what they require. The study also recommends that communities should have an interest in project implementation processes to ensure

projects are completed according to plan, budget and timeline. Furthermore, community members should be urged to take it upon themselves to pass information about meetings set to improve attendance. Good attendance improves choice and opinions of participants to be able to settle on priority project according to community needs and budgeted allocation.

2. The study recommends that before the project is started, community members should be sensitised about the importance of participating in CDF projects to encourage diverse opinions on project completion successes. They should also be made aware that CDF project activities have the potential if done well to transform the lives of the community.
3. The study also recommends that the CDF Board through their representative at the ground should find ways of motivating the community members to willingly volunteer and actively participate in CDF projects. The Board can do this through initiating competition and prize awards on best managed CDF projects.

### **5.5 Suggested area for further Research**

The following areas can be considered for further studies

1. Further studies can be done on CDF projects in other sectors aside from primary schools for the purpose of making a comparison with the findings with those of the current study.
2. Studies can also be done to establish other factors other than those of current study that influence completion of CDF projects in Kenya. The results indicated that the study objective explain 58.9% of the changes in effective completion of CDF projects in Kenya. This implies that the remaining 41.1%. of the changes in effective completion of CDF project in Kenya is explained by other factors not investigated in the current study.

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## APPENDICES

### Appendix I: Introduction Letter

**TORÉ NANKORIS,**

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**KILGORIS,**

#### **RE; REQUEST FOR YOUR PARTICIPATION IN THE STUDY**

I am a post graduate student at the University of Nairobi undertaking a Master's degree in Project Planning and Management. I am undertaking a research study on "*INFLUENCE OF COMMUNITY PARTICIPATION ON COMPLETION OF CDF SCHOOLS' INFRASTRUCTURE PROJECTS: A CASE OF MATAPATO SOUTH WARD IN KAJIADO CENTRAL CONSTITUENCY, KENYA*".

I would like to kindly ask you to help me fill the attached questionnaire. Kindly note that your participation in this discussion is completely voluntary and anything you write or say will be held in confidence by me. I assure that you will not be victimized for anything you say or do during these discussions.

Please tick or fill in the required information on the spaces provided in the questionnaire.

Thank you for your support.

**Yours faithfully,**

**Tore Nankoris**

**Appendix II: Questionnaire**

Q. No.
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*Please indicate by ticking or circling where applicable.*

**Demographics**

1. Interview Date	
2. Name of the school	
3. Category of the school	
4. Sub location	

5. Gender of the respondent	Male	1	Female	2
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6. Age bracket		7. Highest level of Education	
18-24	1	Informal education/no formal education	1
25-34	2	Primary school	2
35-44	3	Secondary school	3
45+	4	Tertiary training- <i>specify</i>	4

**1. Community participation in CDF’s school projects identification**

Have you ever heard of any CDF schools project identification meetings that needed your attendance or that of your community? Yes  No

If **Yes** did you attend? Yes  No

**1.2 How would you comment about the turn up of your community during the meeting?**

Very good	1	Good	2	Average	3	Poor	4	Very poor	5
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**1.3 From your observation who are the main participants in CDF’s school infrastructure project identification and ranking process in your school?**

Local administration  CBOs  Youths  Men  Women  School sponsor   
 Others  If others please specify .....



1.4 Did CDF support a priority project in your school? Yes  No

1.5 If **NO** what project would you have preferred .....  
 .....  
 .....

1.6 Indicate by ticking on the following questions on participation of your community in the CDF's schools projects identification/ need assessment process.

<b>Community participation project identification</b>	<b>Yes</b>	<b>No</b>
Involvement in project identification		
Involvement in project ranking and prioritization		
Involvement during project approval		

1.7 Please indicate by ticking the level of your satisfaction on the following matters.

<b>Community participation in project identification</b>	<b>Very satisfied</b>	<b>Satisfied</b>	<b>Moderate</b>	<b>Unsatisfied</b>	<b>Very unsatisfied</b>
Community participation in identification of CDF projects					
Community participation in project ranking and prioritization					
Community participation in project approval processes/procedures					

1.8 What were the terms of participation? Paid  Voluntary  Any other (Specify).....

1.9 In your own opinion do your involvement / that of your community in project identification activities have any influence on completion? Yes  No

1.10 What are some of the influence(s) of including the community in identification of projects on completion of projects?

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

## **2.0 Community Participation in CDF projects design and implementation**

2.1 Have you ever heard of any CDF schools project design and implementation meetings that needed your attendance or that of your community? **Yes**  **No**

If yes did you attend? **Yes**  **No**

2.2 How would you comment about the turn up of your community during the meeting?

Very good	1	Good	2	Average	3	Poor	4	Very poor	5
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2.3 From your observation who are the main participants in CDF’s school infrastructure project design and implementation process in your school?

Local administration  CBOs  Youths  Men  Women groups  School sponsor   
 Others  If others please specify.....

2.4 Please indicate whether you/ your community participated in the following CDF projects design process

<b>Community participation in project design and implementation</b>	<b>Yes</b>	<b>No</b>
<b>Activities</b>		
Project design (projects objectives setting and implementation strategies)		
Identify project intervention areas (implementation)		
Project budgeting (costing)		
Tasks/roles (Labor and material contribution) allocation		
Project scheduling (time frame)		
Management of information system (project records)		

2.5 In your own opinion how likely would your involvement / that of your community have influence on project design and implementation of activities?

Very likely	1	likely	2	Somewhat likely	3	Unlikely	4	Very unlikely	5
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2.6 What are the influence(s) of involving the community in design of projects on the completion of the projects?.....  
 .....  
 .....

**3.0 Community participation in CDF schools projects monitoring and evaluation**

3.1 Have you been involved in baseline/end of project data collection in CDF projects in your locality?

Yes  No

If Yes what was your major role in this activity?

3.2 Research assistant/ data collection officer  Respondent  others  If others

specify.....

3.3 Kindly indicate by ticking in the spaces provided below the description that best describes the situation in your community about the following statements.

<b>Community participation in monitoring and evaluation (M &amp; E)</b>	<b>To a very large extent</b>	<b>To some extent</b>	<b>To little Extent</b>	<b>To very little extent</b>	<b>Never</b>
The community is involved extensively in M & E activity					
The level of community involvement is affected by lack of understanding of the CDF projects M &E process					
The level of community involvement in M & E is affected by lack of access to information about CDF projects					
The level of community involvement in M & E is affected by the need for complex skills					
Lack of incentives for participating in CDF projects especially in the case of project M & E.					
The level of community involvement in M & E is affected by a mismatch of what they expect CDF projects to be and what the CDF office is doing.					

3.4 In your own opinion would your involvement / that of your community in project monitoring and evaluation activities have any influence on project completion? Yes  No

3.5 What are some of the influence(s) of involving the community in monitoring and evaluation of projects on the completion of projects?

.....

.....

.....

**4.0 Community capacity building**

4.1 Kindly indicate by ticking in the spaces provided below the description that best describes the situation in your community about the following statements.

<b>Community Capacity building</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Not aware</b>	<b>Agree</b>	<b>Strongly agree</b>
The community members have been sensitized on availability of CDF funds in this constituency					
The community members have been trained on CDF project implementation processes and management					
Community members have been taken to exposure tours for learning/benchmarking					
Community capacity building have a positive influence on completion of CDF projects					

4.2 What are some of the influence(s) of community capacity building on completion of the project?

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**5.0 CDF schools project completion**

5.1 How would you describe the completion rates of the CDF schools projects in your community?

Very good	1	Good	2	Average	3	Poor	4	Very poor	5
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Why do you say so?

.....

.....

5.2 According to you did the projects get completed in stipulated time? Yes  No

5.3 How would you rate the level of satisfaction of the quality of work done in your locality in regard to the construction of the CDF's School's project?

Very satisfied	1	Satisfied	2	Moderate	3	Unsatisfied	4	Very unsatisfied	5
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5.4 Generally, in your own opinion at what stage did you/ your community have an interest/ you were adequately involved in the CDF school's infrastructure projects?

Identification stage  Design & Implementation stage  Project M &E stage  Project closure and handing over  None of the above  All the above

5.5 In the future at what stage do you think is important for your inclusion so as to ensure successful completion of the construction of CDF school projects in your locality?

Identification stage  Design & Implementation stage  Project M &E stage  Project closure and handing over  None of the above  All the above

Why do you say so?

.....

.....

.....

5.6 Kindly indicate the number of successfully completed project within the **Time frame** in the last five years.

Projects	Years				
	2012	2013	2014	2015	2016
1 to 3					
4 to 6					
7 to 10					
11 to 13					
Over 14					

How much was the project **variation cost of the actual from the budgeted?**

Budget	2012	2013	2014	2015	2016
Less than Ksh 1,000,000					
Ksh2,000,000-5,000,000					

5,001,000-10 million					
10million-20million					
Over Ksh 20Million					

Kindly rate the percentage **Quality** of projects completed in the last five years.

	<b>Years</b>				
<b>Percentage%</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
0 to 20 %					
21 to 40%					
41 to 60%					
61 to 80%					
Over 81%					

**End**

**Thank You for Your Time and Responses**

### **Appendix III: Interview for CDF Committee Chairman/ CDF Manager**

1. For how long have you served as a CDF Committee chairman/CDF manager?
2. Do you involve the community in the CDF activities? (Probe for how frequently the community is involved).
3. If yes, which members of the community do you involve? (Probe for specific individuals and community organisations).
4. In which areas of CDF planning are members of the community involved? (Probe for specific programmes).
5. In which areas of CDF project are members of the community involved? (Probe for specific programmes and projects).
6. What are the terms of participation? (Probe whether it is paid or voluntary).
7. What constraints hinder community participation in CDF planning process? (Probe for specific areas of planning and the sources of constraints).
8. What constraints hinder community participation in CDF projects planning and implementation? (Probe for specific areas of planning and the sources of constraints).
9. Which benefits has the CDF office realised from community participation in CDF project implementation? (Probe for programmes and projects where the benefits were realised).
10. Which benefits has the CDF office realised from community participation in CDF projects? (Probe for programmes and projects where the benefits were realised).
11. Which strategies have you put in place to enhance community participation in identification and designing of school projects?
12. Which strategies have you put in place to enhance community participation in CDF implementation and management process?

**The End**

**Thank You for Your Time and Responses**

#### **Appendix IV: Interview Schedule for head teachers**

1. For how long have you served as head teacher in this school?
2. Are you involved in school's CDF activities?
3. What about the members of the community, are they involved?
4. If yes, which members of the community are involved? (Probe for specific individuals and community organisations).
5. In which areas of CDF planning are members of the community involved? (Probe for specific programmes).
6. In which areas of CDF development are members of the community involved? (Probe for specific programmes and projects).
7. What are the terms of participation? (Probe whether it is paid or voluntary).
8. What constraints hinder community participation in CDF project identification and design processes? (Probe for specific areas of planning and the sources of constraints).
9. What constraints hinder community participation in CDF development process? (Probe for specific areas of planning and the sources of constraints).
10. Which benefits has the community realised from participation in CDF planning processes? (Probe for programmes and projects where the benefits were realised).
11. Which benefits has the community realised from community participation in CDF implementation? (Probe for programmes and projects where the benefits were realised).
12. Which strategies have you put in place to enhance community participation in identification and designing of school projects?

**The End**

**Thank You for Your Time and Responses**



**Appendix V: Table for determining sample size for finite population, Krejcie & Morgan (1970)**

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384
<i>Note: N is Population Size; S is Sample Size</i>					<i>Source: Krejcie &amp; Morgan, 1970</i>				