

**DETERMINANTS OF COMMUNITY PARTICIPATION IN CONSTITUENCY  
DEVELOPMENT FUND (CDF) DEVELOPMENT PROJECTS IN MVITA  
CONSTITUENCY, MOMBASA COUNTY, KENYA.**

**BY  
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## **DECLARATION**

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

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**L50/70642/2011**

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## **DEDICATION**

I wish to dedicate this work to my mama, Monica Mutua; words cannot fully describe what I feel for you. All your sacrifices and efforts in making sure that we as a family live a healthy and satisfying life are the reasons why I have made it this far in education.

Lastly, to my two brothers Sylvans and Sylvester, the moral support that you always extended to me cannot pass unnoticed. It is my prayers that God almighty rewards you all abundantly.

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## **ABBREVIATIONS AND ACRONYMS**

<b>LG</b>	Local Government
<b>LGI</b>	Local Government Institutions
<b>CDF</b>	Constituency Development Fund
<b>LATF</b>	Local Authority Transfer Fund
<b>CG</b>	County Government
<b>PIC</b>	Project Implementation Committee
<b>CP</b>	Community Participation
<b>NGO</b>	Non-Governmental Organization
<b>CHDA</b>	Centre for Heritage Development in Africa

## ABSTRACT

In the academic discourse decentralization has long come to be regarded as the best way of integrating local people into the web of development. Development practitioners, however, see decentralization as a necessary but not a sufficient condition for involving cross-section of community members into development intervention. Because of elite domination a powerful few customarily overshadow the powerless mass, the poor and the marginalized and successfully block their meaningful integration and participation in CDF development projects activities. This present study is an endeavor to have a fresh look at the local governance status through assessing the level of community members' participation in CDF development process. The study also explores the actors and factors shaping participation as well as causes for non-participation. For the purpose of the study Mvita Constituency was selected. Both the community members and the Project Implementation Committee members have been interviewed through a structured questionnaire. The study reveals some interesting findings indicating that socio-economic backgrounds of the participants are found to be vital factors influencing their participation. Participation is mostly limited to the socially, economically and politically well off people. Political influence in the CDF project activities and also in the Project Implementation Committee is a common practice which ultimately hinders the effective participation of the community members. Moreover, the existing rules and regulations in the county government as well as the structure of the CDF influence participation as well. In synthesis, it is mentionable that all the variables and indicators taken in this study to explain the dependent variable (participation of community people in CDF development projects) have been found to be significantly correlated. In fact, the elected representatives seem to have developed a patron-client relationship with the community elites in sharing mutual benefits which keeps the poor and the marginalized outside the CDF project process. In order to break through the unholy alliance and to place a culture of participatory practice at the constituency level, massive awareness programs in community participation need to be initiated. Project evaluation system should also be activated to bring transparency in the CDF project management system and to ensure accountability in the activities of the selected representatives.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Community participation is the *sine qua non* for development. The notion of people's participation in their development has been gaining momentum in the process of human empowerment and development. Contemporary development scholars have been advocating the inclusion of people's participation in development projects as they believe the avowed objectives of any project cannot be fully achieved unless people meaningfully participate in it. Stone (1989) argues that people's participation in development projects may help bring effective social change rather than impose an external culture on a society. Similarly, Shrimpton (1989) states that community participation in the design and management of a project greatly enhances the likelihood of project success due to improved goodness of fit and increased sustainability. The most popular and widely adopted strategy for ensuring people's participation in local development is identified as decentralization. There is perhaps no other institution like local government bodies to provide a wide scope for community participation at the grassroots level.

The necessity of people's participation was first felt when the Growth Model of development failed to bring in desired result. The Basic Need Model of development adopted by the developing countries in the 1970s emphasized on the fulfilment of basic needs by diverting resources from the rich and urban sector to the poor and rural sector. This approach practically faced resistance from both the urban and rural elites. Consequently, by the late 1970s emphasis was imparted to 'people's participation' in planning and administration. The prime objective was to involve people in decision making process. During the same period the idea of 'decentralization' also attracted wide attention of the developmentalists as a strategy for ensuring people's participation in devolvement activities. Since 1970s scholars, development practitioners, donors as well as governments particularly those in developing countries, began to consider people's participation through decentralization as a new strategy for development.

Kenya has a long history of local government since independence. But it has not achieved the expected level of decentralization and people's participation because the political masters have exploited it as a means of gaining their political goals. All the reforms initiated

by the successive governments were politically motivated. As a result, only people with strong socio-economic and political background and with close ties with the power structure had some opportunity to assert their positions in Local Government Institutions. The bulk majority of the people particularly the poor and the disadvantaged, enjoyed little or no scope for participation except in electing their representatives (Siddiqui, 1994). Therefore, despite numerous reform initiatives in this field by the governments, The Ministry of local Government through its Institutions has not yet emerged as autonomous and self governing units. This, in turn, has limited the scope of total community participation in the local decision-making process as well as development process of Mombasa County.

The Constitution of Kenya 2010 categorically emphasizes the need for establishing Local Government (LG) with a representative character. To this end, the representatives of the Local Government Institutions (LGIs) are popularly elected. Though this guarantees people's political participation, the present LG structure hardly provides any scope for participation of common people in the decision making process. As a result, participatory development through LGIs is still a dream. Local people see development projects being implemented but they have hardly any stake in those. In 2003, the constituency Development Fund (CDF) was founded as the main grassroots' monetary avenue for integrating the community into the development process at the county level. Since independence all the development projects undertaken and implemented at the grass-root level are done with the supervision of the Municipal Council currently the County Government (CG), the lowest platform of the local government. Ironically, the outcome of the development projects is not significantly visible as most of those were not guided by the beneficiaries. Poor villagers still live in misery and deprivation; their basic human needs are not fulfilled and their lifestyle has not improved as much as it was expected as witnessed by the mushrooming of informal settlements seen in the constituency. The participatory practice has not yet been properly cultured. Project information is hardly disseminated to the community people. An effective evaluation system has not been institutionalized till today.

From this backdrop some questions may subsequently arise in the mind of a development practitioner—Does the existing decision making process in Mvita Constituency not promote the community participation in the development process? Do the development projects undertaken by the CDF suffer ownership crisis? What are the factors that affect the participatory process in the constituency development projects? This present study is an endeavour to look through these pertinent questions.

## 1.2 Statement of the problem

Community participation can be seen as a process whereby the residents of a community are given a voice and a choice to participate in issues affecting their lives. In this way the members of the community might, if the process is managed well, take ownership of the projects that are implemented (Theron, 2005). Although community participation has its drawbacks, there are more benefits. Various stakeholders play a role in contributing to more meaningful community participation. The major question in many development programs and projects as Bunch (1995) postulates is therefore not whether to increase participation but how to achieve effective participation.

The main reasons behind the creation of the CDF was to take development projects to the grassroots and to increase the participation of the key stakeholders of development projects in this case, the community members of Mvita Constituency. This is to ensure the proper management and sustainability of the projects while empowering the community in addressing their needs. In the CDF, project committees are the ones- recognized under the CDF Act 2007 as the bodies responsible for implementing projects. These bodies have not been representing the community interests and are not transparent or accountable Gikonyo (2008). According to the Taskforce on CDF Amendment Act of June 23rd 2009, since its inception in 2003, the implementation of CDF has encountered a number of operational and policy challenges amongst which include poor community participation and contribution to projects.

Afsar (1999) in her study shows that poor people's participation in local development activities is very limited; community participation in the decision-making process has been very minimal. Because of the over-class bias and widespread corruption there has been severe neglect of the poor and the disadvantaged in the decision-making process. Khan (2009) identifies bureaucratic domination in the local councils, lack of knowledge, and lack of expertise in technical matters as some of the root causes for non-participation. Local elites form connivance with local administration for their own interests and bypass the needs of the masses. So the scanty participation that exists is limited only to the rich and participation of the community poor is minimal. Hossain *et al.* (1978) examines that people's participation in planning and implementation of development projects has been very limited. Siddiquee (1995) observes the same findings in his study. From these worrying trends on community participation, this study was meant to establish the extend of

community participation in CDF development projects as well as to indentify the determinants of community participation in Mvita Constituency.

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

The purpose of this study was to analyse the determinants of community participation in CDF projects in Mvita constituency, Mombasa County, Kenya.

### **1.4 Objectives of the study**

The objectives of the study were as follows:

1. To analyze the extent to which institutional and regulatory framework determine community participation in CDF projects.
2. To determine the socio-economic factors that affect community participation in CDF projects.
3. To establish the politico-cultural determinants that influence community participation in CDF projects.

### **1.5 Research Questions**

The research questions of this study were:

1. To what extent does the institutional and regulatory framework determine community participation in CDF projects in Mvita Constituency?
2. What are the socio-economic determinants that influence the participatory process in the CDF projects in Mvita Constituency?
3. To what extend do politico-cultural determinants affect the community participation in CDF projects in Mvita Constituency?

## **1.6 Statements of hypotheses**

The study was guided by the following hypothesis:

- i. Ho There is no influence of institutional and regulatory framework on community participation in CDF projects in Mvita Constituency.

H1 There is influence of institutional and regulatory framework on community participation in CDF projects Mvita Constituency.

- ii. Ho There is no influence of socio-economic determinants on community participation in CDF projects in Mvita Constituency.

H1 There is influence of socio-economic determinants on community participation in CDF projects in Mvita Constituency.

- iii. Ho There is no influence of politico-cultural determinants on community participation in CDF projects Mvita Constituency.

H1 There is influence of politico-cultural determinants on community participation in CDF projects Mvita Constituency.

## **1.7 Significance of the study**

The significance of this study is in three dimensions.

1. In theory, it will inform new knowledge on community participation which will also form a basis on which academic researchers can do further studies on community participation and CDF.
2. In practice, the study will also help the CDF project managers in policy implementation for development projects. The findings will also help the community find ways to own the CDF projects by enhancing more participation

3. In policy, study will inform government policy with regard to designing changes to streamline the CDF management to enhance more participation from the community.

### **1.8 Delimitations of the study**

The study was limited to one constituency. The study focused on the CDF projects within Mvita constituency in Mombasa County. The CDF projects are in the following sectors: education, infrastructure, water and sanitation, security and sports. Mvita constituency was chosen since it will help examine the community people's scope and nature of participation in the development projects considering the existing social, economic and educational diversity among people of this constituency. In addition the constituency is located at the centre of the county and hosts the county headquarters as well as the port, which serves the entire East Africa region. For the period between 2006 and 2012, a total of 25 projects were put in place with 20 projects being completed and in use, 1 project was complete but not in use and 4 projects were incomplete.

### **1.9 Limitations of the study**

The limitations for this study included time and resources constraints as well as the collection of primary data from respondents for the study. For the above mentioned limitations the researcher borrowed funds from friends and family to facilitate on the resources needed for the study. In addition the researcher also took leave from her office duties to avail more time for carrying out the research.

Finally in getting primary data from the respondents, the researcher used the CDF office in Mvita Constituency in gaining access to the other respondents especially the community representatives.

## **1.10 Basic assumptions of the study**

The assumptions of this study were;

1. That the community of Mvita constituency would be willing to participate in the study and give honest opinions and responses during the survey.
2. That the CDF staff in Mvita constituency would be receptive, cooperative and ready to give us data and information in regard to the CDF development projects in the constituency.
3. In addition the researcher also assumed that the resources allocated for this research study will be adequate in the in the completion of the study in the time frame provided.

## **1.11 Definition of significant terms**

*Community*- UNDP defined community as a group of people living in a geographically defined area, or a group that interacts because of common social, economic, or political interests.

*Community Participation*- Community participation concerns the engagement of individuals and communities in decisions about things that affect their lives.

*Determinants*- These are factors that decisively affect the nature or outcome of something. In this study we are seeking to find out the determinants of community participation in CDF development projects in Mvita Constituency.

*Development projects*- A specific activity or task settled upon to translate an idea about helping communities to meet an identified need into practical actions (strategies or a project) that will substantially change people's lives for the better.

*CDF projects*- These are the projects implemented in the constituency level using the constituency development funds allocated by the central government to the constituencies.

*Project cycle*- This is the sequence of phases through which the project will evolve, which includes identification, preparation, appraisal, implementation and evaluation.

*Project implementation-* This is a vital stage of the project cycle that involves resources being mobilized, activities determined and a control mechanism established so that the project inputs can produce project outputs in order to achieve the project purpose.

*Project management-* Project management is the application of knowledge, skills, tools, and techniques to manage the scope, time and cost of a project.

*Project sustainability-* This refers to the continuation of a project's goals, principles, and efforts to achieve desired outcomes.

*Community Awareness-* These are programs aimed at making the community more informed, alert, self-reliant and capable of participating in all activities and programs that concern them.

*Empowerment-* Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes to enable them better influence the course of their lives and the decisions which affect them

### **1.12 Organisation of the study**

The study is organised into five chapters. In chapter one, the introduction of the study is contained. It has the background of the study, problem statement, purpose of the study, objectives of the study, research questions for the study, the statements of hypothesis, the scope of the study, its significance, the assumptions as well as the limitations in addition to the organisation of the study.

Chapter two presents the literature review of the study, here concepts and terms such as participation, community participation, types of community participation, project implementation, project management, levels of community participation, barriers to community participation and stakeholder's analysis are among the terminologies that are reviewed. This chapter also presents the conceptual framework of the study.

Chapter three outlines the study design, the target population, methods of data collection, validity and reliability of the research instruments and data collection procedures. The chapter also includes the ethical considerations of the study, data analysis and presentation, and the operationalization of variables.

Chapter four contains the response rate of the study, the demographic characteristics of the respondents and determinants of community participation in the CDF development projects. Chapter five presents a summary of the findings discusses the findings giving conclusions and recommendations as well.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In order to put this research in its appropriate context, this chapter reviews concepts of community participation in project preparation and management for a better understanding into the research topic. Concepts and terms such as participation, community participation, types of community participation, project implementation, project management, levels of community participation, barriers to community participation and stakeholder's analysis are among the terminologies that would be reviewed.

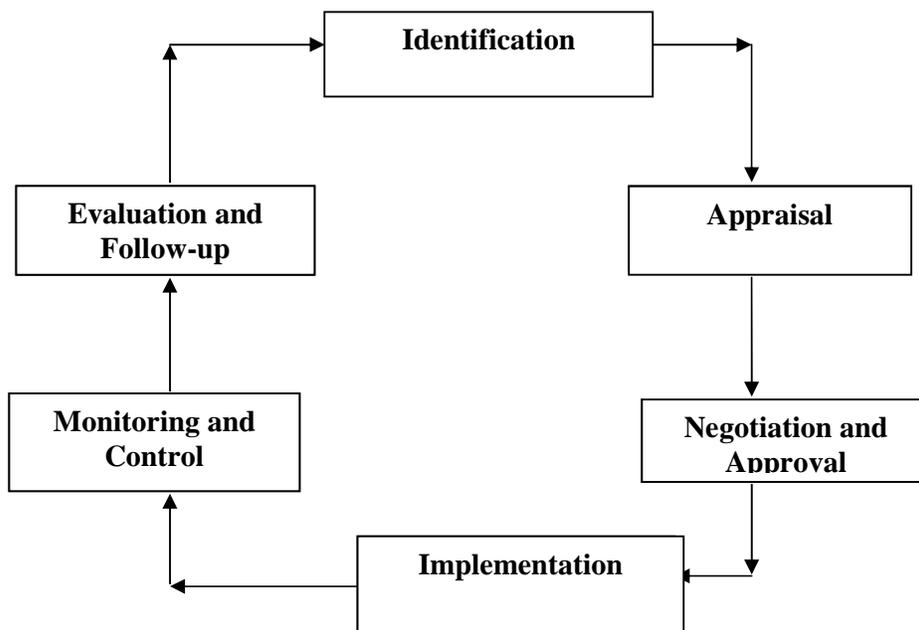
#### **2.2 Community and participation**

According to UNDP a community is defined as a group of people living in a geographical defined area, or a group that interacts because of common social, economic, or political interests. Communities do contain interest groups and they are made up of individuals, but they are more than interest groups and are more than the sum up of the individuals who make them up. The individual men, women and children, some rich, some poor, do not just co-exist in a shared space. They interact in many different ways, some visible, some invisible. The existence of community is not something that can be demonstrated, it is a philosophical point of departure that is shared, albeit implicitly, by most of the key players (Schouten and Moriarty, 2003).

Participation in development can be defined as the process through which people with an interest (stakeholders) influence and share control over development initiatives and the decisions and resources that affect them. In practice this involves employing measures to: identify relevant stakeholders, share information with them, listen to their views, involve them in processes of development planning and decision-making, contribute to their capacity-building and, ultimately empower them to initiate, manage and control their own self-development. Participation can take different forms, depending on the breadth of stakeholders involved and the depth of their participation.

### 2.3 Development projects and the project cycle

Development in this study is concerned basically with the improved quality of life that can be ushered in the grassroots' through proper implementing of development projects. Development projects are specific activities or tasks settled upon to achieve the economic, political and social goals of development. Interpreted broadly the concept of a development project concerns the steps taken to translate an idea about helping communities to meet an identified need into practical actions (strategies or a project) that will substantially change people's lives for the better. A development project sets out to meet a perceived need by a sequence of activities, which includes identification, preparation, appraisal, implementation and evaluation. The sequence has been adapted by Baum (1978). The stages and components of project cycle and their logical sequences can be formulated with the following diagram:



**Figure: 1: Project cycle: the six phases**

Source: Baum (1978).

In the project cycle, identification of project ideas is very important to overcome problems or fulfil the development priorities in the context of local objectives. As the development projects affect the life of the community members, their participation in this stage is utmost necessary. It is the community members who know the nature of their problems and also the

ways of overcoming such problems. So project idea and possible solution must be emanated from an initiative by the community. Project appraisal and approval may only take place after the policy makers have accepted the project or when the funding organizations get satisfied with the feasibility criteria.

Implementation is perhaps the most vital stage of the project cycle involving the procurement of equipment and resources, recruitment of personnel and allocation of tasks and resources within the project organization. Under the project implementation plan, resources are mobilized, activities determined and control mechanism established so that the project inputs can produce project outputs in order to achieve the project purpose. Hence the community participation at this stage is conducive to the successful operation of projects. The purpose of monitoring and controlling of a project is to evaluate the project performance by providing timely information and feedback to the management from all levels thus, helping the project management to achieve the targets of the project. The final stage in the project cycle is evaluation, which is enhanced by follow-up action. Evaluation may be done by different people, concerned agencies, or donors of the project on an ex-post basis to assess the performance of the project to see whether its stated objectives are achieved or not and to what extent. For the purpose of this study, community members' participation in the development project activities particularly in the identification implementation and evaluation stages of the projects will be examined.

#### **2.4 Stakeholders in community participation**

According to Glicken (2000), a stakeholder is an individual or group influenced by and with an ability to significantly impact (positively or negatively) the topical area of interest. Primary stakeholders are the beneficiaries of a development intervention or those directly affected (positively or negatively) by it. They include local populations (individuals and community-based organizations) in the project/program area, in particular poor and marginalized groups who have traditionally been excluded from participating in development efforts. Secondary stakeholders are those who influence a development intervention or are indirectly affected by it. They include the borrowing government, line ministry and project staff, implementing agencies, local governments, civil society organizations, private sector firms and their share-holders and other development agencies.

#### **2.4.1 Community members as stakeholders**

Community members are the most important stakeholders of all (Slocum et al, 1995). In fact, the hallmark value of community development has been and remains community participation and leadership in the development process. Development of community members as stakeholders is a critical way to ensure accountability and legitimacy of the development project. It is also a way to recognise voices that possess important information on how the community processes should proceed. Organisations involved in community development at the community level need to develop the community's capacity to act as stakeholders and their capacity to incorporate other residents in that role.

To incorporate community members as true stakeholders in the organisations, organisations must incorporate their visions and needs into actual practise and governance on a continuing basis. This means having multiple avenues for incorporating community input such as meaningful participation on the board and program committees. It is only then that community members become true stakeholders and accountability is present. In addition, organisations should also develop the capacity of the community as a group, by providing a framework for its members in asset-poor places to act collectively on problems in their communities. This is where community organizing/planning can play an important role. Organisations should be proactive in informing residents about the complexities of policies that affect their communities. (Clayton, Oakley, and Pratt, 1997)

#### **2.4.2 Participatory Stakeholder Analysis**

A key element in participatory development is the ability to identify stakeholders, their needs, interests, relative power and potential impact on the project outcomes. Grimble and Chan (1995) define stakeholder analysis as a methodology for identifying and analyzing the key stakeholders in a project and planning for their participation. It is, therefore, the starting point of most participatory processes and provides the foundation for the design of subsequent stakeholder activities throughout the project cycle. A thorough stakeholder analysis should be carried out in the early planning stages of all development projects, and reviewed and refined from time to time as the details of project design become more detailed and definite.

#### **2.4.2.1 Rationale to carry out a stakeholder analysis**

Ultimately, all projects depend on selecting stakeholders with whom they can jointly work towards goals that ensure that the development projects are successful. According to Twigg(2001) a stakeholder analysis helps you to assess the best way to do your consultation. It also helps you to identify actual and potential conflicts of interest – a stakeholder who is vital to your project may have many other priorities and you need to know this so that you can plan how to engage with them. In addition, a stakeholder analysis draws out the interests of stakeholders in relation to the project’s objectives – stakeholders who will be directly affected by, or who could directly affect the project are clearly of greater importance than those who are only indirectly affected.

The process of engaging stakeholders may take longer than conventional processes but may be more cost effective in the long term than externally driven initiatives. This is partly because a stakeholder process is more likely to be sustainable and because the process allows the ideas to be tried, tested and refined before adoption (Van Asselt et al, 2001). The full participation of stakeholders in both project design and implementation is a key to - but not guarantee of – success. Stakeholders bring a wide range of skills, knowledge and experience to the project. If well managed, this can help to make the project more successful.

#### **2.4.2.2 Steps in Stakeholder analysis**

Participatory stakeholder analysis is done in stages so as to accurately identify interests and plan subsequent participation; it requires direct collaboration with key stakeholder groups. Workshop-based and/or field-based methods can be used to gather primary data, brainstorm with stakeholders regarding their interests and expectations and to jointly plan for stakeholder participation throughout the project cycle. According to Glicken (2000) the stakeholder analysis essentially involves four steps. The first step is to identify the key stakeholders from the large array of groups and individuals that could potentially affect or be affected by the proposed intervention. Secondly, you analyze their interests (overt and hidden) and to assess the potential impact of the proposed project on their interests. The third step is categorizing different groups of stakeholders and to determine the relative priority that the project should give to each stakeholder group's interest. Finally, you outline

a stakeholder participation strategy. This is a plan to involve the stakeholders in different stages of the project preparation, implementation and evaluation process.

## **2.5 Review of theories of participation**

There are as yet no universally accepted theories of community participation in the development programmes. However scholars have come up with a set of propositions stating the conditions under which people do or do not participate. These propositions are given in the theory of collective action as developed by Olson (1971). The theory by Olson (1971) is based on analyzing the benefits and costs of collective goods. Olson observed that benefits derived from most common pool resource are collective goods that once produced are available to all the members of the organization. Olson, intimates that groups of individuals having common interest do not necessarily work together to achieve them. Olson argues that unless the number of individuals in a group is quite small or unless there is coercion or some other special device to make individuals act in their common interest, rational, self interested individuals will not act to achieve their common or group interest.

Olson (1971) adds that some mechanisms must be found to course the members to pay for the collective goods provided them or institute some incentive that will motivate the members to contribute to the organization. In addition the individual is too small to have any significant effect on his organization either by contributing or not contributing. However the individual can share in the benefits generated even if he has not contributed – free rider problem. This is particularly evident in large groups where the actions and dealings of individual members are less noticeable and the cost of bringing the members together are also high. This creates conditions necessary for free riding. Olson thus suggest that the group should be small enough so that individual action of any one or more members is noticeable to any other individuals in the group.

On the other hand, the Buchanan and Tullock theory propounded by Buchanan and Tullock (1965) emphasizes the individual behavior based on the understanding that collective action is composed of individual actions. The theory explores the conditions under which a group comprising of a free and rational utility maximizing individual chooses to formulate or abide by a rule or a set of rule of retained use of common pool resources. They argue that a group chooses a collective mode of action when each of its individual members finds it profitable to act collectively rather than individually, for instance, when his perceived costs are less

than his perceived benefits from the collective action. Therefore they argue that what determines the optimal rule or choice is the cost (external and internal). Singh (1991), summed Oslon and Buchanan and Tullock theories by reiterating that people will participate in collective action when they are organized in small groups, the expected private benefits from collective action exceeds the expected private cost of participation and there is an assurance that the expected benefits would in fact accrue to the participants.

## 2.6 Levels of stakeholder involvement.

There are six progressive levels of stakeholder involvement. The first three levels (information-sharing, listening and learning and joint assessment) constitute consultation, rather than participation as such. These levels might be considered as prerequisites for participation. The next three levels (shared decision-making, collaboration and, finally, empowerment) constitute progressively deeper and more meaningful levels of participation. As one moves from “shallower” to “deeper” levels of participation, stakeholders have greater influence and control over development decisions, actions and resources.

**Table 2. 1 Different Levels of Stakeholder Involvement**

<b>Levels of Stakeholder Involvement</b>	
<b>Consultation</b>	<p><b>1. Information-sharing:</b> dissemination of documents, public meetings, seminars.</p> <p><b>2. Listening and learning:</b> field visits, interviews, consultative meetings.</p> <p><b>3. Joint assessment:</b> participatory needs assessment, beneficiary assessments</p>
<b>Participation</b>	<p><b>4. Shared decision-making:</b> public review of draft Documents, participatory project planning, workshops to identify priorities, resolve conflicts, etc.</p> <p><b>5. Collaboration:</b> joint committees or working groups with stakeholder representatives, stakeholder responsibility for implementation.</p> <p><b>6. Empowerment:</b> capacity-building activities, self-management support for stakeholder initiatives.</p>

Source: Adapted from World Bank, Participation Sourcebook, (1995).

## 2.7 Participation as a means vs. Participation as an end.

One of the common distinctions made by authors and development practitioners is that of ‘participation as a means’ and ‘participation as an end.’ Participation as means implies the use of participation to achieve some pre-determined goals. It is a way of harnessing rural people’s physical, economic and social resources to achieve the aims and objectives of development programmes and projects more efficiently, effectively or cheaply (Burkey, 1993). Participation as an end is viewed as an active, dynamic and genuine process which unfolds over time and whose purpose is to develop and strengthen the capabilities of rural people to intervene more directly in development initiatives (Oakley, 1991). Table 2.2 provides a comparative analysis which summarises the differences between these two concepts.

**Table 2.2: Comparative Analysis: Participation as Means vs. Participation as End**

Participation as means	Participation as end
1. It implies use of participation to achieve some predetermined goals or objectives.	Attempts to empower people to participate more meaningfully.
2. It is an attempt to utilise the existing resources in order to achieve the objectives of programmes/projects.	The attempt is to ensure the increased role of people in development initiatives.
3. The stress is on achieving the objective and not so much on the act of participation itself.	The focus is on improving the ability of the people to participate rather than just in achieving the predetermined objectives of the project.
4. It is more common in government programmes, where the main concern is to mobilise the community and involve them in improving of the delivery system.	This view finds relatively less favour with the government agencies. NGOs in principle agree with this viewpoint.
5. Participation is generally short term.	Viewed as a long term process.

6. Appears to be a passive form of participation.      Relatively more active and long term.

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Source: adapted from Kumar (2002, p.26).

## **2.8 Determinants of community participation**

The main assumption in this study was that there were a number of social, cultural, economic and political factors that may have been affecting and arguably encumbering to some extent the effective participation of community members in CDF development activities in the constituency level. For the purpose of analysis, the main factors that may affect community people's participation in development projects especially in planning and implementation stages were mainly categorized in three areas; a) institutional and regulatory framework, b) socio-economic factors, and c) politico-cultural factors.

### **2.8.1 Institutional and regulatory framework**

Development projects are planned, prepared and implemented for the development of local people. As the administrative system and institutional management of Mombasa County has from time immemorial been hierarchical and rule bound, but strong institutional mechanisms and development focused regulatory framework is utmost necessary to connect the local people into development process. The congenial institutional structure and supportive legal framework of an organization is considered as a precondition for ensuring stakeholders' access in planning and implementation process of its development programs (Oslo, 1971). In Mvita Constituency politically authoritarian and highly centralized state structure mingled with political rent-seeking inhibited the poor and the marginalized generally in involving the domain of decision-making process at local level. To be involved into development activities, the community members as beneficiaries have every possible right to know about the ins and outs of development projects. But with a very few exceptions, the elected representatives were found mostly reluctant to disclose development project related information to common people, Khan (2009).

The institutional structure integrates and widens the scope of all parties involved in successful operationalization of development projects. It instigates and encourages people to participate in development initiatives undertaken by it. In this study, structure indicates the existing CDF structure and county government formatting. Due to the colonial tendency of heaving power in the centre and the bureaucratic tendency of establishing control on local council, Mvita constituency has failed to emerge as a well-structured LGI though it has been run by people's representatives for a long period. Lack of expertise in technical matters and

absence of gradual institutional reform has made the existing Mvita constituency structure non-participatory. Proper legal provision is very important in shaping the institutional procedures as well as ensuring and protecting the participatory right of community people in development projects. The indicator has been used to assess the extent of influence of the existing rules, regulations and guidelines of Mvita Constituency in encouraging the community into the participatory practices at the local level.

### **2.8.2 Socio-economic determinants**

People's participation is greatly determined by the socio-economic factors in which they are bound to live and adjust. The socially poor, disadvantaged community and minorities are seldom asked for participation in government run program/ projects. This is shaped by the prevailing social norms and cultures in the society. As social theory implies, the social determinants for participation are gender, economic status, level of education, person's influence in the society. Actually social-economic factors play significant role in shaping both participation and participatory outcomes. Age-old traditions like gender stratification, social backwardness, patron-client relation and so forth in the society may seriously inhibit the process of participation. Social exclusionary practices like gender-inequality, religious factors etc. may undermine participation of certain groups particularly the women in the decision-making processes (Gupte, 2004).

In a traditional society, the income level of a person is considered as an important criterion for judging one's ability. There is a general assumption that higher the income level, higher the participation. As a result, it can be said that lower income level affects participation. Economic condition of people also determines their active participation in project run by the local government (Siddiqui, 1994). Economically strong people often make alliances with the elected representatives and exploit their positions to ensure mutual gains. It may be inferred from their proposition that the better-off people in society in terms of economy easily get participation in various government run programs because their social identity is the prosperity and the social prestige they hold in the society. Moreover, they are key influential persons in the society in absence of who hinder the implementation of government run program and policies.

On the other hand education is the pass word to enter into the development intervention. Meaningful participation in development project largely depends on the educational status

of the community members. Hence, to explore the level of participation of common people in development project, literacy rate or educational status has been chosen as an indicator in this study. It is evident that illiterate people hardly understand the nitty-gritty of a project and thus their illiteracy is a great hindrance to their participation in the project implementation committees. Illiterate people are often looked down upon as problematic as they more often cannot articulate their demands and put forward their opinions in a systematic way. Hence, their illiteracy is leading them to non-participation.

Finally, for ushering a balanced development, integration of a cross-section of people irrespective of gender is a viable option. The Mvita constituency society is predominantly patriarchal in which female participation in development activities is traditionally looked down upon. The common religious sentiment is also against women's spontaneous participation in development program. However, people with strong family background enjoy privileges at all levels. In fact, without the support of the traditionally strong families implementation of any development program in the constituency level is very difficult.

### **2.8.3 Politico-cultural factors**

Politico-cultural factors are also responsible for constraining participation of people in projects run by local government. It is evident that projects are usually selected and framed as the expression of political government as part of their commitment to the people. Consequently, it is assumed that projects will be selected on the basis of local people's urgent need and demands not to facilitate the ruling party local political leaders or elected representatives closest ones some undue advantages. But in essence powerful stakeholders, who are politically, socially and economically dominant, for their own interests may thwart the participation of their counterparts, and influence the selection and planning of projects to favour their personal interests (Samad, 2002). In fact, in most of the cases, interests of the political elites and administrators, who run the regime, penetrate the arena and shape the outcomes.

Political interference is also a common phenomenon in processing development projects in Mvita constituency especially as regards the inclusion of 'politically correct' people in the Project Implementation Committees. Historically politics has been preserved for very small, relatively homogeneous elite who shares a common education, culture, and ethos; interacts socially; and intermarries in this land. The political arena is dominated by informal networks

of patron-client relations which ultimately prevent the local people to be involved in the development projects. These networks of patron-client relations coupled with complex bureaucratic structure of the country make participation of the community members difficult in development programs. (Kochanek, 2000).

The Meaningful contribution in development projects largely depends on the community spontaneous participation on it. Furthermore, to make any development program a success, involvement of cross-section of people into it is a necessary precondition. In Most African societies traditionally and culturally people, particularly socially enlightened class and female folk are non-participatory in nature, (Wild and Marshall 1999). The socially enlightened class is self-cantered and always tries to avoid involvement into the existing participatory practices rather thinking it as an unnecessary hassle. The female folk on the other hand, traditionally and religiously engaged themselves into household works and always try to express unwillingness to be involved into local development projects. Such type of attitude has become a part of the tradition.

#### **2.8.4 Level of community participation awareness**

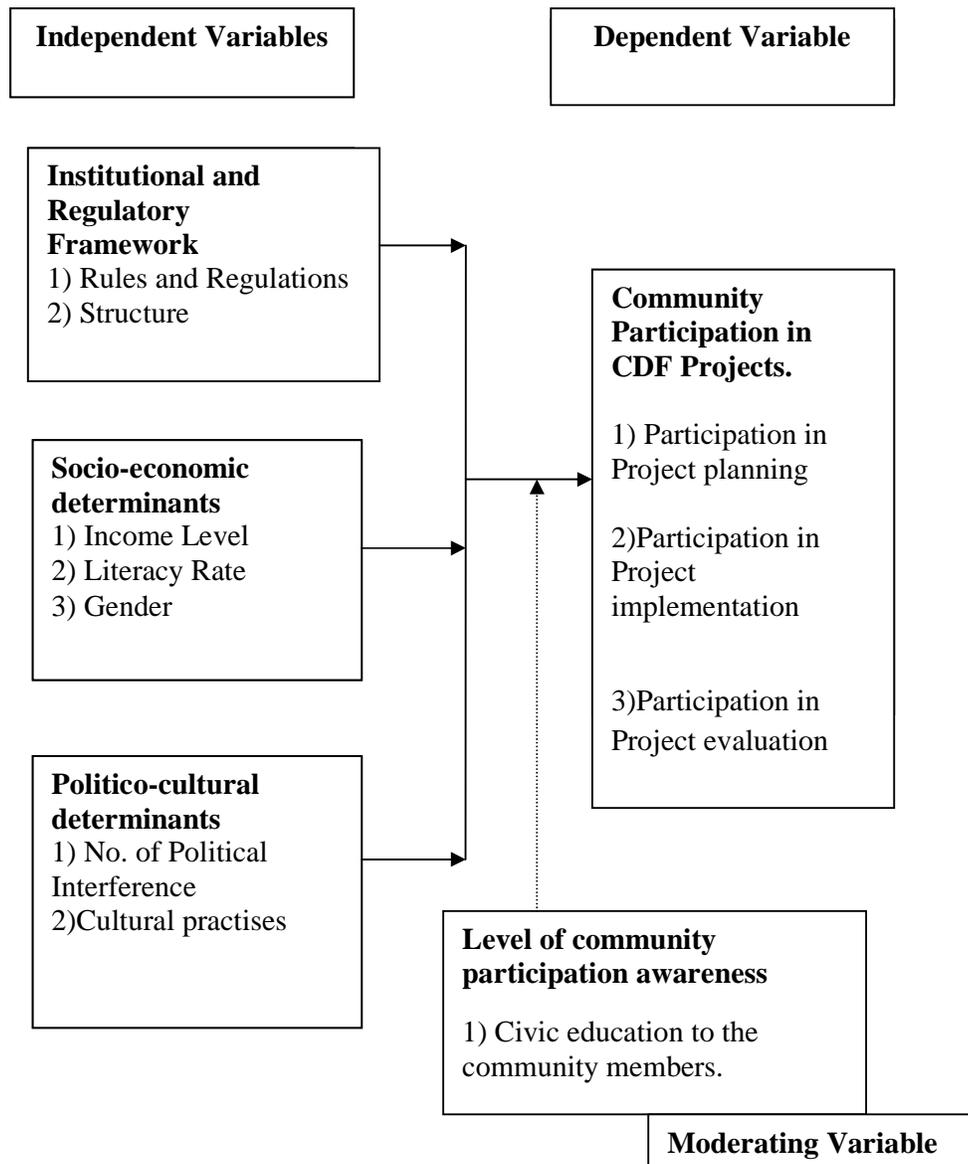
Community participation is a democratic process and as the country progresses towards democratic polity, community participation is to be ensured in all levels of administration in order to make the government 'of the people, by the people for the people'. But to what extent and by whom participation can be more fruitfully realized for national development is the crux of the problem today, (Ali et al 1983). The community members being aware of participation and its importance as regards their participation in their development projects is of key importance in getting them to participate in the development projects. In instances where the community is not informed on their rights and the importance of participation, then it is always advisable to conduct civic education on the same (Khwaja, 2004)

#### **2.9 Conceptual framework of the study**

In this study, community participation in CDF projects in Mvita constituency is the dependent variable. The existing institutional and regulatory framework, socio-economic status of the people and the prevailing politico-cultural situation which largely affects and shapes participation of the community members in the CDF projects, are taken as independent variables, while community awareness in the concept of community participation is used as the moderating variable in the study. On the basis of the afore-

mentioned literatures, discussions of various theories and propositions and various findings of the scholars, the researcher would like to operationalize the variables through the following conceptual model (figure: 2)

**Conceptual framework of the study.**



**Figure 2. Conceptual framework of the study.**

### **2.10 Summary of literature review**

Community participation is a broad and comprehensive societal happening that cannot take place in isolation. Participation is the by-product of a democratic, civic and political cultural process. Multifarious social, cultural, political, economic factors inhibit participation. Even the state itself in its anti-participatory mode inhibits participation. This study explored the level of participation of community members in the CDF projects in Mvita constituency by examining the factors that affect it.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter examines the research design, population, sample size, data collection methods and procedures, validity and reliability of research instruments, ethical considerations, data presentation and analysis techniques to be used and the operational definition of variables. It will describe in detail what will be done and how it will be done.

#### **3.2 Research Design**

This study was conducted through a descriptive survey research design. A descriptive survey is a present oriented methodology used to investigate populations by selecting samples to analyze and discover occurrences (Oso & Onen, 2009). It was used to provide numeric descriptions of some part of the population. It described and explained events as they occurred. The design was purposively selected for this study because of the economy of the method and the ability to understand the selected population from a particular part of it.

#### **3.3 The Target Population**

According to Mugenda and Mugenda (2003) target population is the members of a real or hypothetical set of people, events or objects the researcher wishes to generalize results of the research. This research was geared towards finding out determinants of community participation in CDF development projects in Mvita constituency. Hence it was targeting the CDF development projects in the constituency. A list obtained from the CDF office in Mvita Constituency showed that there were 25 projects as at April 2013. These were the projects implemented between 2006 and 2012 as shown in the table 3.1 below. In addition it also targeted the community members of Mvita constituency who are also the project beneficiaries.

**Table 3.1 The CDF projects in Mvita constituency from 2006-2012**

<b>Sector</b>	<b>Complete and in use projects</b>	<b>Complete not projects</b>	<b>and in-use projects</b>	<b>Incomplete projects</b>	<b>Total</b>
Education	3	-		2	<b>5</b>
Infrastructure	4	-		-	<b>4</b>
Water and Sanitation	7	1		1	<b>9</b>
Security	3	-		-	<b>3</b>
Sports and recreation	3	-		1	<b>4</b>
<b>TOTAL</b>	<b>20</b>	<b>1</b>		<b>4</b>	<b>25</b>

Source: CDF Office Mvita Constituency (2013)

### **3.4 Sample size and sampling techniques**

The researcher did a census survey of the 25 CDF projects in Mvita Constituency. From each of the 25 CDF development projects, the researcher then purposively sampled 2 respondents from the project implementation committee who are not members of the community and 2 respondents from the community who were not members of the Project Implementation Committee. From the above, the sample size for this study was reached at 100 respondents.

### **3.5 Data Collection Procedure**

Data were collected in July 2013. Both primary and secondary methods of data collection have been used. Primary data was collected using questionnaires which were

be administered by the researcher. The questionnaires comprised of questions which were to answer questions related to the objectives of the study. The questions were both closed to enhance uniformity and open ended to ensure maximum data was obtained. The researcher provided 4 questionnaires to represent each of the 25 projects. These questionnaires were issued to the 2 local representatives who are members of the community and 2 members of the project implementation committee who are not members of the community.

This was meant to get enough information since the researcher assumed that the local representatives know the reasons or determinants that influence the community's levels of participation, while the committee members who are not members of the community would give the perspective of the outsider on community participation in the CDF projects in Mvita Constituency. The researcher got the respondents through the local CDF office. Secondary data was obtained from books, internet and journals as indicated in the literature review.

**Table: 3.2 Numbers of the Respondents Surveyed**

<b>Sl</b>	<b>Category</b>	<b>Total Number</b>
<b>1</b>	<b>Local representatives 25x2</b>	<b>50</b>
<b>2</b>	<b>Project implementation committee members 25x2</b>	<b>50</b>
<b>Totals</b>		<b>100</b>

### **3.5.1 Validity and reliability of the research instrument**

Reliability is a measure of the degree to which a research instrument yields consistent results of data after repeated trials while validity is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003). The reliability and validity of the research instrument address issues about the quality of the data and appropriateness of the methods used in carrying a research project. A number of measures were taken to ensure reliability and validity of the study. First of all, the themes on which the interview questions were developed were drawn from the objectives stated in the study. After developing the interview guide, it was given to two research students (who were also using interviews in their own research) to review and comment on its structure

and contents. After this, the interview guide was given to my supervisor to provide useful advice for improvement.

Secondly, to achieve reliability and validity of the questionnaire, the instrument was designed with great care, matching the questions with the objectives stated in the study. The initial draft was reviewed after which the researcher presented it (together with the proposal for the study) to two other research students who were also using questionnaires in their studies to review it. Next, the researcher employed the 'expert validation' method (Mensah, 2006) by presenting it to the supervisor. The questionnaire was also tested by 10 respondents from a different Constituency in a pilot study. The responses generated were critically examined in relation to the objectives set for the study and were compared with each other to check common understanding of items in the questionnaire.

### **3.6 Data Analysis Techniques**

The collected data was accumulated, categorized, coded and analyzed keeping in mind the objectives of the study. The analysis of quantitative data was done with the help of the statistical tool, Statistical Package for Social Science (SPSS) to generate a descriptive picture of the data gathered. Interpretations of data were based on statistical generalization. Simple percentages, frequencies and means were used to analyse the quantitative data obtained from the questionnaire. Bivariate correlation was used to determine the relationship between the variables based on the SPSS output.

### **3.7 Ethical considerations.**

A number of ethical issues were addressed in the course of the research including informed consent, access, acceptance and confidentiality. In the conduct of this research, the principle of informed consent was given the required attention by explaining the purpose of the study to participants and making them aware that participation was optional and they could choose to answer or not answer any questions in the course of the interview.

Throughout the research the researcher ensured that the participants are well informed about the purpose of the research they are being asked to participate in. In addition the participants also understood that their responses will be treated with utmost confidentiality and that these responses will be purely used for academic purposes. Finally they were assured that a copy of the research would be made available to them through the CDF office in Mvita Constituency, for them to access if they so desired.

### 3.8 Operational definition of variables

Indicators were denoted by the main variables under study in order to render them measurable.

**Table 3.8 Operational definition of variables.**

Type of variable	Variable	Indicators	Measure	Tool of analysis
Dependent	Community participation in CDF projects	1) Participation in Project Planning 2) Participation in Project implementation 3) Participation in Project evaluation	Level of participation	Interval
Independent	Institutional and regulatory Framework	1) Rules and Regulations 2) Structure	Level observed	Interval
Independent	Socio-economic factors	1) Income Level 2) Literacy Rate 3) Gender	Level observed	Interval
Independent	Politico-cultural factors	1) No. of Political Interference 2) Cultural practises	Level observed	Interval
Moderating	Community awareness	1) Civic education to the community members.	Level observed	Interval

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

#### 4.1 Introduction.

The aim of this study is to address the determinants of community participation in CDF development projects in Mvita Constituency. With a view to addressing the above mentioned issue, a survey was conducted in Mvita Constituency. A total of hundred respondents were interviewed using questionnaires. The respondents were asked questions where the objective was to find out the level of community members participation in the CDF development projects. During the study some interesting findings have been revealed which need a critical analysis

For the sake of a sequential presentation of the data, first the data has been furnished in accordance with research questions highlighting the independent variables. Likewise, the study findings and the relevant analysis have been articulated accordingly. Keeping an eye to the research objectives—all these are done to justify the conceptual framework of the study.

#### 4.2 Questionnaire completion rate

A total of 100 respondents were sampled to participate in the study. Therefore a total of 100 questionnaires were distributed and only 91 were returned thereby achieving a 91% response rate from the respondents, which is acceptable according to the Gallup Europe Journal (2007) which cites that a response of more than 70% is very good for survey data analysis.

**Table 4.1 Response Rate of the Study Respondents**

<b>Respondent category</b>	<b>Number in each category</b>	<b>Response rate</b>	<b>Percentage</b>
CDF committee members	50	46	46%
Community members	50	45	45%

<b>Totals</b>	<b>100</b>	<b>91</b>	<b>91%</b>
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Table 4.1 shows the number of responses from the CDF committee members as well as the Mvita constituency community members.

### 4.3 Demographic Characteristics of the Respondents

#### 4.3.1 Religion demographics of the respondents

Table 4.2 indicates the religion demographics of the respondents. It is divided into five categories representing those who are Christians, Muslims, Indians, Atheists and others. 21.9% are Christians with 43.9% being Muslims, 27.4% being Indians, 3.4% being Atheists and finally the rest belonging to others.

**Table 4.2 Religion demographics of the respondents**

	Frequency	Percent
Christians	20	21.9
Muslims	40	43.9
Indians	25	27.4
Atheists	3	3.4
Others	3	3.4
<b>Total</b>	<b>91</b>	<b>100.0</b>

From the table, we can see that majority of the respondents are Muslims, but with Mvita Constituency being cosmopolitan, the presence of other religions is quite noticeable.

#### 4.3.2 Education among the Respondents in the Study

Table 4.3 indicates the education demographics of the respondents. It is divided into five categories representing those who have not been to school, those in primary schooling,

secondary schooling, college diploma and degree education. The education demographics indicate that a majority of the respondents, 37.4%, have college diploma, 33% have a secondary school certificate, 19.8% with degree education and the rest 9.9% being in the primary level or having never been to school.

**Table 4.3 Education among the Respondents in the Study**

	Frequency	Percent
Not been to school	3	3.3
Primary School	6	6.6
Secondary School	30	33.0
College Diploma	34	37.4
Degree and above	18	19.8
<b>Total</b>	<b>91</b>	<b>100.0</b>

Therefore 90.2% of the respondents have had secondary school education level and above thus placing the calibre of their opinions at an educated level. This large proportion of the respondents contributes significantly to the validity of the results.

#### **4.3.3 Income level among the Respondents in the Study**

Table 4.4 indicates the income level of the respondents. It is divided into three categories representing those who earn below Kshs. 2,000, those who earn between Kshs. 5,000- Kshs.10, 000 and finally those who earn above Kshs. 10,000. The income level indicates 58.2 % earn above Kshs. 10,000, 25.3% earn between Kshs. 5,000- Kshs. 10,000 and finally 16.5% earning below Kshs. 2,000.

**Table 4.4 Income level among the Respondents in the Study**

	Frequency	Percent
Below 2,000	15	16.5
5,000-10,000	23	25.3
Above 10,000	53	58.2
<b>Total</b>	<b>91</b>	<b>100.0</b>

Therefore this means that we have more than half of the respondents with an income above Kshs. 10,000 hence we expect high levels of participation from the community in Mvita Constituency.

#### 4.3.4 Occupation among the Respondents in the Study

Table 4.5 indicates the occupations of the respondents. It is divided into five categories representing those who are not employed, those in business, civil service, labour and others. From the data collected, it was observed that 27.5% of the respondents were not employed, 28.6% were in business, 16.5% are in the civil service, 8% are in labour and finally 18.7% are under others.

**Table 4.5 Occupation among the Respondents in the Study**

	Frequency	Percent
Not employed	25	27.5
Business	26	28.6
Civil service	15	16.5
Labor	8	8.8
Others	17	18.7
<b>Total</b>	<b>91</b>	<b>100.0</b>

From this table, it shows that we have a good percentage of the respondents that are not employed and thus we can assume that they have a high potential of participating in the CDF projects in Mvita Constituency.

#### 4.4 Institutional and regulatory framework determinant

The researcher used this variable to test to what extent the structure of the county government influenced the community member's participation in the CDF development projects in Mvita constituency.

**Table 4.6 Means of the institutional and regulatory framework variable indicators**

	N	Minimum	Maximum	Mean	Std. Deviation
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Structure of county govt 91 on comm. part	1	5	2.71	.922
CDF structure on comm. 91 Part.	1	5	2.70	.876
Valid N (listwise)	91			

As shown in table 4.6, the means of the two indicators used in the study are 2.71 and 2.70 respectively indicating that there was moderate influence by the variable on community participation in CDF projects, though we had some portions of the responses citing between low to high influences as depicted by the levels of the standard deviation.

A further look at the frequencies of the CDF structure and its influence in community participation, in table 4.7, revealed that 13.2 % of the respondents cited a high influence, with 25.3% citing it as low while the remaining 51.6% citing a moderate influence by the CDF structure on community participation in the CDF projects in Mvita Constituency.

**Table 4.7 CDF Structure on the community participation in CDF projects**

	Frequency	Percent	Cumulative Percent
Very low	9	9.9	9.9
Low	23	25.3	35.2
Medium	47	51.6	86.8
High	10	11.0	97.8
Very high	2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	

As shown in the results, we have at least half of the respondents in the study citing moderate influence by the CDF structure as far as community participation by the community members is concerned.

#### **4.5. Socio- economic determinants to community participation in CDF development projects**

The researcher used this variable to test to what extent socio- economic determinants influenced the community member's participation in the CDF development projects in Mvita constituency.

**Table 4.8 Means of the socio- economic determinants variable indicators**

	N	Minimum	Maximum	Mean	Std. Deviation
Income level on participation	91	1	5	2.47	1.168
Literacy level on participation	91	1	5	2.59	1.085
Gender on participation	91	1	5	2.87	1.275
Valid N	91				

From the findings in table 4.8 the means of the three indicators which are income level, literacy rate and the gender were 2.47, 2.59 and 2.87 respectively, indicating that there was indeed influence by the variable on community participation in CDF projects, though we had some portions of the responses citing between low to high influences as depicted by the high levels of the standard deviation.

Looking at the frequencies of gender which had the highest mean, the researcher observed that to 35.2% of the participants, participation in the CDF development projects was only to a low extent influenced by their gender. To 33% of the respondents the influence was moderate, with 31.9% citing a high gender influence in their participation in the CDF projects.

**Table 4.9 Gender on the community participation in CDF projects.**

	Frequency	Percent
very low	19	20.9
low	13	14.3
medium	30	33.0
high	19	20.9
very high	10	11.0
<b>Total</b>	<b>91</b>	<b>100.0</b>

From the findings in table 4.9, we observe that a significant portion of the respondents cite a high influence of gender on their participation in CDF projects, which is of great concern.

#### 4.6 Politico-cultural determinants

The researcher observed that there were high means in this variable with a mean of 3.31 to political pressure in the CDF projects, a mean of 3.34 to political influence in the Project Implementation Committee and finally a mean of 2.70 to the cultural influence in community participation of the community members in the CDF projects as shown in table 4.10.

**Table 4.10 Means of the politico-cultural determinants variable indicators**

	N	Minimum	Maximum	Mean	Std.
Political pressure influence on CDF projects	91	1	5	3.31	1.322
Political Influence in the PIC	91	1	5	3.34	1.301
Cultural influence on participation	91	1	5	2.70	1.140
Valid N	91				

This indicates that a high degree of political influence in both the CDF project activities and also in the PIC, something which will be explored further when we test the hypothesis in table 4.16

A look into the frequencies of the political influence in the project Implementation Committee revealed that there was a high political influence of 50.6% in the inclusion into Project Implementation Committee (PIC) in Mvita Constituency, with only 24 respondents saying that the influence was low as shown in table 4.11.

**Table 4.11 Political influence in the Project Implementation Committee (PIC)**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Very low	11	12.1	12.1
Low	13	14.3	26.4
Moderate	21	23.1	49.5
High	26	28.5	78.0
Very high	20	22.0	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	

Cumulatively we have 73.6% of the respondents citing moderate to high political interference in the inclusion to the PIC. This is a very high percentage which can discourage the community participation especially in the decision making process in the CDF projects.

#### **4.7 Level of community participation awareness**

The researcher used this variable to test to the level of community participation awareness and noted that a moderate proportion of the community members in Mvita Constituency knew about community participation with the indicator having a mean of 3.09 while those who had had any civic education of the same resulting in a mean of 2.92.

**Table 4.12 Means of the level of community participation awareness variable indicators**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Knowledge Of Comm.Participation.	91	1	5	3.09	.890
Civic education training	91	1	5	2.92	.991

**Table 4.12 Means of the level of community participation awarenessvariable indicators**

	N	Minimum	Maximum	Mean	Std. Deviation
Knowledge Of Comm.Participation.	91	1	5	3.09	.890
Civic education training	91	1	5	2.92	.991
Valid N	91				

Table 4.12 shows that most of the community members of Mvita Constituency know about the concept of community participation with a good portion of the respondents had civic education on the same.

The researcher observed that 70.4 % of the respondents had moderate to high levels of civic education on community participation as shown in table 4.13.

**Table 4.13Extend of civic education to the community members**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very low	8	8.8	8.8	8.8
	low	19	20.9	20.9	29.7
	medium	41	45.1	45.1	74.7
	high	18	19.8	19.8	94.5
	very high	5	5.5	5.5	100.0
	Total	91	100.0	100.0	

From this table only 29.7% of the respondents have low levels of civic education on community participation in Mvita Constituency.

#### **4.8 Identifying Relationships between the Variables**

The variables used in this study included three independent variables, one dependent variable and one moderating variable. The researcher tested the relationships between each

independent variable against the dependent variable by using inferential statistics to test the Null and Alternate Hypothesis.

**4.8. 1.** The first hypothesis to be tested was;

Ho There is no influence of institutional and regulatory framework on community participation in CDF projects in Mvita Constituency.

H1 There is influence of institutional and regulatory framework on community participation in CDF projects Mvita Constituency.

In testing this hypothesis, the researcher, used bivariate correlation to evaluate the degree of relationship between the institutional and regulatory framework and community participation as shown in table 4.14. The bivariate Correlation tested whether the relationship between two variables was linear (as one variable increases, the other also increases or as one variable increases, the other variable decreases).

The bivariate Correlation was significant at the 0.01 level (2-tailed) as shown below.

**Table 4.14 Testing Hypothesis 1**

		<b>Structure of County govt on participation.</b>	<b>CDF structure on participation</b>	<b>Participation CDF on planning</b>	<b>Participation CDF planning</b>	<b>Participation CDF planning</b>
<b>Structure of County govt on participation.</b>	Pearson Correlation Sig. (2- tailed) N	1 91				
<b>CDF structure on participation</b>	Pearson Correlation Sig. (2- tailed) N	.458** .000 91	1			
<b>Participation CDF planning</b>	Pearson Correlation Sig. (2- tailed)	.144 .173	.320** .002	1		

	N	91	91	91		
<b>Participation</b>	Pearson	.112	.192	.716**	1	
<b>CDF</b>	Correlation					
<b>implement</b>	Sig. (2-tailed)	.292	.069	.000		
	N	91	91	91	91	
<b>Participation</b>	Pearson	.012	.169	.622**	.707**	1
<b>CDF evaluate</b>	Correlation					
	Sig. (2-tailed)	.913	.109	.000	.000	
	N	91	91	91	91	91

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

From the above table, there is a statistically significant relationship between CDF structure and participation in CDF project planning. The probability of the null hypothesis being true is  $r = .320$  at this particular point indicating a moderate positive linear correlation. Since this probability is less than the pre-set level of significance of 0.01, the researcher rejected the null hypothesis and concluded that the relationship between institutional and regulatory framework and community participation in CDF projects in Mvita Constituency statistically significant.

#### 4.8. 2. The second hypothesis to be tested was;

Ho There is no influence of socio-economic determinants on community participation in CDF projects in Mvita Constituency.

H1 There is influence of socio-economic determinants on community participation in CDF projects in Mvita Constituency.

In testing this hypothesis, the researcher, used bivariate correlation to evaluate the degree of relationship between the socio-economic determinants and community participation as shown in the table below. The bivariate Correlation tested whether the relationship between two variables was linear (as one variable increases, the other also increases or as one variable increases, the other variable decreases).

The bivariate Correlation was significant at the 0.01 level and 0.05 levels (2-tailed) as shown below.

**Table 4.15 Testing Hypothesis 2**

		Income Level On participation	Literacy level On participation	Gender_ On participation	Participation CDF planning	Participation CDF implement	Participation CDF evaluation
Income Level On participation	Pearson r	1					
	Sig. (2-tailed)						
	N	91					
Literacy level On participation	Pearson r	.390**	1				
	Sig. (2-tailed)	.000					
	N	91	91				
Gender On participation	Pearson r	.326**	.443**	1			
	Sig. (2-tailed)	.002	.000				
	N	91	91	91			

Participation CDF planning	Pearson r	.266*	.349**	.484**	1		
	Sig. (2- tailed)	.011	.001	.000			
	N	91	91	91	91		
Participation CDF implementation	Pearson r	.332**	.448**	.547**	.716**	1	
	Sig. (2- tailed)	.001	.000	.000	.000		
	N	91	91	91	91	91	
Participation CDF evaluation	Pearson r	.230*	.384**	.462**	.622**	.707**	1
	Sig. (2- tailed)	.028	.000	.000	.000	.000	
	N	91	91	91	91	91	91

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

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

From the table 4.15, there is a statistically significant relationship between the income levels, literacy levels and gender on community participation planning, implementation and evaluation. The  $r$  levels for literacy and gender in relation to participation in the project planning, implementation and evaluation were between 3.49 and 5.47 indicating a moderate positive correlation while the income level had  $r$  levels less than 0.3 indicating a weak positive correlation except in the implementation stage where we had a correlation with the  $r$  value of 0.332 indicating a moderate positive relationship. Therefore the probability of the null hypothesis being true is less than the preset values of 0.01 and 0.05 in all the above cases. The researcher thus rejected the null hypothesis and adopted the alternate hypothesis.

#### 4.8. 3. The third hypothesis to be tested was;

Ho There is no influence of politico-cultural determinants on community participation in CDF projects Mvita Constituency.

H1 There is influence of politico-cultural determinants on community participation in CDF projects Mvita Constituency.

In testing this hypothesis, the researcher, used bivariate correlation to evaluate the degree of relationship between the politico-cultural determinants and community participation as shown in the table below. The bivariate Correlation tested whether the relationship between two variables was linear (as one variable increases, the other also increases or as one variable increases, the other variable decreases).

The bivariate Correlation was significant at the 0.01 level and 0.05 levels (2-tailed) as shown below.

**Table 4.16 Testing Hypothesis 3**

		Political pressure Influence on CDF projects	Political influence In the PIC	Cultural influence On participation	Participation CDF planning	Participation CDF implementation	Participation CDF evaluation
Political pressure Influence on CDF projects	Pearson Correlation Sig. (2-tailed) N	1 91					
Political influence In the PIC	Pearson Correlation Sig. (2-tailed) N	.655** .000 91	1 91				
Cultural influence On participation	Pearson Correlation Sig. (2-tailed) N	.002 .983 91	-.006 .955 91	1 91			
Participation CDF planning	Pearson Correlation	-.249* -	-.160 -	.293** .	1		

	Sig. (2-tailed)	.017	.129	.005			
	N	91	91	91	91		
Participation CDF implementation	Pearson Correlation	-.184	-.105	.305**	.716**	1	
	Sig. (2-tailed)	.082	.322	.003	.000		
	N	91	91	91	91	91	
Participation CDF evaluation	Pearson Correlation	-.209*	-.162	.335**	.622**	.707**	1
	Sig. (2-tailed)	.047	.126	.001	.000	.000	
	N	91	91	91	91	91	91

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

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

As shown in table 4.16, there is a statistically significant relationship between political pressure influence on the CDF projects, political influence in the PIC and cultural influence on community participation in CD planning, implementation and evaluation. The  $r$  values for political pressure influence in the CDF project activities were -0.249 in the CDF project planning and -0.209 in the CDF project evaluation thus indicating a weak negative correlation. In the cultural influence as regards community participation we had  $r$  values of 0.305 in the project implementation and 0.335 in the CDF project evaluation indicating a moderate positive correlation. Therefore the probability of the null hypothesis being true is less than the pre-set values of 0.01 and 0.05 in all the cases above. The researcher thus rejected the null hypothesis and adopted the alternate hypothesis. Something to note is the significant negative correlation between political pressure influences on the CDF projects in the CDF planning and evaluation as well.

**4.8. 4.** The level of community participation awareness in regard to civic education training of the community members was also tested as shown in table 4.17. In testing this variables, the researcher, used bivariate correlation to evaluate the degree of relationship between the level of community participation and community participation as shown in the table below. The bivariate Correlation tested whether the relationship between two variables was linear (as one variable increases, the other also increases or as one variable increases, the other variable decreases). The bivariate Correlation was significant at the 0.01 level (2-tailed) as shown below.

**Table 4.17 Testing civic education training on community participation.**

		Civic education training	Participation CDF planning	Participation CDF planning	Participation CDF planning
Civic education training	Pearson	1			
	Correlation				
	Sig. (2-tailed)				
	N	91			
Participation CDF planning	Pearson	.401**	1		
	Correlation				
	Sig. (2-tailed)	.000			
	N	91	91		
Participation CDF implementation	Pearson	.478**	.716**	1	
	Correlation				
	Sig. (2-tailed)	.000	.000		
	N	91	91	91	
Participation CDF evaluation	Pearson	.431**	.622**	.707**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	91	91	91	91

**Table 4.17 Testing civic education training on community participation.**

		Civic education training	Participation CDF planning	Participation CDF planning	Participation CDF planning
Civic education training	Pearson	1			
	Correlation				
	Sig. (2-tailed)				
	N	91			
Participation CDF planning	Pearson	.401**	1		
	Correlation				
	Sig. (2-tailed)	.000			
	N	91	91		
Participation CDF implementation	Pearson	.478**	.716**	1	
	Correlation				
	Sig. (2-tailed)	.000	.000		
	N	91	91	91	
Participation CDF evaluation	Pearson	.431**	.622**	.707**	1
	Correlation				
	Sig. (2-tailed)	.000	.000	.000	
	N	91	91	91	91

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

As shown in this table, there is a statistically significant relationship between civic education training and community participation in CD planning, implementation and evaluation. The probability of the null hypothesis being true is less than the pre-set values of 0.01 in all the above cases with  $r$  values of more than 0.4, thus indicating a moderate positive correlation. This means that increases or decreases in the extend of civic education significantly relate to increases or decreases in the levels of community participation.

## **CHAPTER FIVE**

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

#### **5.1 Introduction.**

This chapter includes summary of findings, discussions of the findings, conclusions and recommendations. The project sought to investigate the determinants of community participation in CDF projects in Mvita Constituency. The findings presented describe the determinants of community participation as per the projects objectives.

#### **5.2 Summary of findings**

The structure of the county government on the participation on the community members was on a low of 29.7% with most of the respondents at 57.1% citing that the influence that the county government had on the community members was moderate. A Similar pattern is observed in the CDF structure where we have 35.2% of the respondents citing that the influence was low, with 13.2% citing that the influence is high while the rest have saying that the influence is moderate. The two indicators used for the study to test the institutional and regulatory framework variable had a similar mean of 2.7 for each of the indicators.

As per the social –economic variable, in terms of income, to 51.6% of the respondents their income levels had low influence to their participation in the CDF projects, whereas to 18.7% of the respondents, the income levels had a high influence on their participation of the same. In terms of education levels, to 33.0% of the respondents, their education levels had moderate influence on their participation, while to 47.3% their education had low impact in their CDF participation. 31.9% of the respondent’s cited that their gender influenced to a high extent their participation in the CDF projects, while to 68.1% the influence was moderate with 35.2% of the respondents citing it as low.

In regard to the political pressure on the CDF projects, a half of the respondents at 50.5% cited a high political influence on the undertakings of the CDF development projects, with 29.7% of the respondents citing a low political influence. When it comes to political influence in the project implementation committee (PIC) we had similar results with 50.5% of the respondents citing a high influence by the political/party members influencing

inclusion in the Project Implementation Committee. 23.1% cited that the influence is moderate, while 26.4% citing low pressure. Finally, we had 40.7% of the respondents citing low influence of their culture on their participation while 27.5% of the respondents cited a high influence of their culture on their participation.

Finally, we had 45.1% of the respondents citing that they had to a moderate extend some civic education on community participation, with 29.7 % having had the civic education training on community participation to a low extend.

### **5.3 Discussions of findings**

The research was able to establish that community participation in the CDF projects in Mvita Constituency is not so new a concept to the community members of Mvita Constituency.

#### **5.3.1 Institutional and Regulatory Framework and Participation**

Development projects are planned, prepared and implemented for the development of the local community people. As the administrative system and institutional management of Mombasa County where-in Mvita Constituency lies from timeimmemorial are hierarchical and rule bound therefore, strong institutional mechanisms and a development focused regulatory framework is utmost necessary to connect the local people into the CDF development process. Mombasa County has failed to emerge as a well-structured LGI though it has been run by people's representatives for a very long period. Lack of expertise in technical matters and absence of gradual institutional reform has made the existing county government structure non-participatory as revealed by many of the respondents. Khan (2009) identifies bureaucratic domination in the local councils, lack of knowledge, and lack of expertise in technical matters as root causes for non-participation. Local elites form connivance with local administration for their own interests and bypass the needs of the mass. During this study it was observed that 57.1% of the respondents felt that the county structure was moderately conducive to the community members' participation in the CDF projects, with 35.2 % of the respondents citing that the CDF structure was not conducive to community participation. At the same time, some respondents felt that the problems for less participation of community members in development initiatives by the CDF lay not in the existing rules and regulations but in its proper implementation process. These findings are similar to what Khan (2009) cites in a similar study.

### **5.3. 2 Socio-economic determinants and Participation**

Generally it is assumed that literate and economically solvent people have easy access to the implementation process of local development projects. Males are more privileged than females to tag into the development project cycle. Gupte, (2004) also cites that age-old traditions like gender stratification, social backwardness, patron-client relation and so forth in the society may seriously inhibit the process of participation. Those social exclusionary practices like gender inequality, religious factors etc. may undermine participation of certain groups particularly the women in decision-making processes.

The study however, reveals a connection between participation and socio-economic backgrounds of the participants. Comparatively rich respondents mostly claimed that there had been involvement of community members in the development process. There was an assumption that the higher the income, the higher the participation. Pearson's coefficient correlation was conducted to verify the assumption. During the statistical analysis a moderate degree of positive correlation between income level and participation in the project implementation ( $r = .332$ ) is found which is significant at the 0.01 level. This means that if income level increases the participation in the project implementation stage increases as well. In other words, it can be said that comparatively rich people avail the opportunities while the poor and the disadvantaged remain outside the realm of participation in the CDF development projects.

It is evident that illiterate people hardly understand the nitty-gritty of a project and thus their illiteracy is a great hindrance to their participation in the CDF projects where as their number is significant in the implementation stage where the project area is. Illiterate people are often looked down upon as problematic, as they more often cannot articulate their demands and put forward their opinions in a systematic way. Hence, their illiteracy is leading them to non-participation. Education is therefore, considered as a prime factor for promoting meaningful participation. During the study, only educated respondents were found knowledgeable about the functions of the CDF Project Implementation Committee.

In Mvita Constituency which is largely Muslim, traditionally and culturally it is assumed that the male group's participation in CDF development activities is higher than that of females. The study also points out that 31.9% of the respondents cited that their gender influenced to a high extent their participation, with 33% citing the influence as moderate.

### **5.3.3 Politico-cultural determinants and Participation**

The politico-cultural background of the people plays a dominant role in shaping their participation outcome. From time immemorial politics in Mombasa County are dominated by the local elites who are directly or indirectly involved in power politics. Building up nexus with local administration, these elites control the access to local development intervention which ultimately discourages the community members' participation in CDF development projects. Failing to breakthrough the unholy alliance, a portion of local community members are becoming unwilling or somewhat dependent on others in taking any decision in cases of involving the CDF development project cycle. On this basis it was noted that 50.6% of the respondents' response was that there is a very high political influence in the CDF development projects activities and also in the Project Implementation Committee. An observation also observed by Khair, (2004) that political power is mostly limited to a handful powerful few; that the state and its bureaucracy are powerful actors in determining the allocation of resources. The poor and the marginalized generally remain outside the domain of decision-making process of development projects.

Cultural issues are considered as one of the major factors behind non-participation of community members in CDF development process. Traditionally, the principle of hierarchy in interpersonal relationship has been accepted as necessary and moral right in Mombasa County. Obedience to the seniors, consult with the guardians/seniors/local elites before taking any decision are an important value in the largely Islamic society. Such hierarchism fosters conservatism and produces a sense of compliances to others thus weakening individualism in the society.

### **5.3.4 Level of community participation awareness**

Knowledge is power, and has observed in the findings earlier mentioned 29.7% of the respondents cited very low levels of civic education (whether formal or informal) on community participation in CDF development projects. To this extend, some of the respondents did not see the need why they should participate on the CDF development projects since they assumed that it was the government's responsibility to provide them. Such dependency on the government is a great inhibitor to development efforts in the society.

## **5.4 Conclusions**

Mvita Constituency has the potential of getting up to 80% of the community members' participation in the CDF development projects. From the study several factors have been identified which help in determining the nature of participation in CDF development Projects. Participation in Mvita Constituency seems to be limited only to people with strong socio-economic backgrounds. The study further reveals that political influence is very high in the CDF development projects and also in the Project Implementation Committee. Besides the above mentioned factors, it seems that some participation takes place in various forms in the CDF development projects. Hence, some silver lining is seen where under the CDF structure the community members are getting more opportunities to be involved in project planning, implementation and evaluation. The few percentages of the community members that have low levels of knowledge on community participation should be enlightened on the same.

## **5.5 Recommendations.**

Based on the findings of the study, the researcher recommended that for efficient and effective community participation in the CDF development projects in Mvita Constituency, the projects should be selected, designed and implemented by the community people of the locality where the projects are assumed to be implemented, this will create community ownership of the project. In the end resulting in sustainability and viability of the projects.

In addition the researcher also recommended that political interference in CDF project activities, and even the inclusion of '*politically correct persons*' in the Project Implementation Committees should be stopped for the sake of proper utilization of allocated resources and proper enhancement of community member's participation in the CDF projects. Stakeholder analysis should be done before undertaking any project. The participation of key stakeholders (especially the community members) in development planning must be ensured in order to make development projects sustainable and viable. This will go a long way to integrate the beneficiaries and to encourage their extensive involvement in the CDF project activities. Finally, evaluation of each project should be done on regular basis so that loopholes can be identified and mistakes are not repeated. In evaluating the projects, opinions and perceptions of the key beneficiaries should be sought.

## **5.6 Suggestions for further research**

Upon completion of the research with the given research questions and the scope, it is observed that some critical and relevant issues have not been covered by this research. In this study the prime focus is given to community members' participation in CDF development projects in relation to the three key stages of the project cycle i.e. planning, implementation and evaluation, whereas the other aspects like empowerment of the community members in relation to their participation in the CDF projects remained untouched which can be a relevant and interesting area for future research.

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## **APPENDICES**

### **Appendix 1. Letter of introduction**

Date: July 1<sup>st</sup> 2013

TO WHOM IT MAY CONCERN

Dear sir/ madam,

REQUEST FOR COLLECTION OF DATA

I Sylvia Mutua, Reg. No.L50/70642/2011. I am a post graduate student at the School of Continuing and Distance Education, University of Nairobi. I am conducting a research study titled “determinants of community participation in CDF development projects in Mvita constituency in Mombasa County, Kenya.

You have been selected to form part of this study. Kindly assist by filling in the attached questionnaire. The information given will be treated in strict confidence and will be purely used for academic purposes.

A copy of the final report will be availed upon your request.

Your assistance and cooperation will be highly appreciated.

Yours sincerely,

Sylvia Mutua.

## Appendix 2 Questionnaire.

### Personal Information

Name-----  
Sex----- Age -----  
Address-----  
-----

### Socio-economic Status

#### 1. Occupation

- Not employed  Business Civil service  
 Labor Others

#### 2. Educational Status

- Not been to school  Primary School  Secondary School  
 College diploma  Degree and Above

#### 3. Income Level (in Kshs.)

- Below 2,000  5,000-10,000  Above 10,000

### Level of community participation awareness.

#### 4. To what extend do you know about community participation?

Low		Medium		High
1	2	3	4	5

#### 5. To what extend have you had civic education (whether formal or informal) on community participation in development projects?

Low		Medium		High
1	2	3	4	5

#### 6. To what extend have you participated at the CDF development project?

Low		Medium		High
1	2	3	4	5

### Knowledge about Institutional and Regulatory Framework

#### 7. To what extend is the structure of the county government has conducive to the community members' participation in the CDF development projects?

Low		Medium		High
1	2	3	4	5

8. To what extent is the CDF structure conducive to the community members' participation in the CDF development projects?

Low		Medium		High
1	2	3	4	5

**Participation in Planning, Implementation and evaluation of Development Project**

9. To what extent did you participate in the planning of the CDF development project in your locality?

Low		Medium		High
1	2	3	4	5

10. To what extent did you participate in implementation of the CDF development project in your locality?

Low		Medium		High
1	2	3	4	5

11. To what extent did you participate in the evaluation and follow up of the CDF development project in your locality?

Low		Medium		High
1	2	3	4	5

12. To what extent is the participation of community members at the CDF development projects in your locality?

Low		Medium		High
1	2	3	4	5

**Socio- economic determinants**

13. To what extent did your income level determine your level of participation in the CDF development projects?

Low		Medium		High
1	2	3	4	5

14. To what extent did your education level influence your participation in the CDF development projects?

Low		Medium		High
1	2	3	4	5

15. To what extent did your gender determine your level of participation in the CDF development projects?

Low		Medium		High
1	2	3	4	5

**Political Intervention on Planning and Implementation of Local Development Project**

16. To what extend has political pressure influenced the undertakings any CDF development project in your locality?

Low		Medium		High
1	2	3	4	5

17. To what extend has influence from political party/party members influenced inclusion into the Project Implementation Committee (PIC) of CDF projects in your locality?

Low		Medium		High
1	2	3	4	5

**Cultural Influence on Participation in Local Development Project**

18. To what extend has your culture influenced your involvement in project implementation activities or being included in PIC?

Low		Medium		High
1	2	3	4	5

19. To what extend did you seek any suggestion from the local elite/leader before participating in any project planning/implementation activities/ being involved in PIC?

Low		Medium		High
1	2	3	4	5

**\*\*\*Thank you once again for your kind cooperation\*\*\***