

**INFLUENCE OF PERSONAL AND INSTITUTIONAL FACTORS ON WOMEN
PARTICIPATION IN COMMUNITY PROJECT MANAGEMENT IN KENYA: THE
CASE OF COMMUNITY-BASED PROJECTS IN OL KALOU CONSTITUENCY,
NYANDARUA COUNTY.**

ANNE WANJIKU WAITITU

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DECLARATION

This research project report is my original work and has not been presented for an award in any other university.

Signature.....Date.....

Anne Wanjiku Waititu

L50/71437/2014

This research project report has been submitted for examination with my approval as the university supervisor.

Signature.....Date.....

Dr. Omondi Bowa – Senior Lecturer

Department of Educational Studies

University of Nairobi

DEDICATION

This research project is dedicated to my husband Eliazah Kinyanjui and my daughter Terry Muthoni.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBO	Community Based Organizations
CDF	Constituency Development Fund
GAD	Gender and Development
GOK	Government of Kenya
ILO	International Labor Organization
KIPPRA	Kenya Institute of Public Policy Research and Analysis
NGO	Non-governmental organization
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
WID	Women in development

ABSTRACT

Women participation in community projects is fundamental in establishing and maintaining gender equity, equality and accountability in the projects. There is therefore need for sufficient community participation by women to ensure ownership, sustainability and success. This study aimed to establish the influence of personal and institutional factors on participation of women in community project management in Ol Kalou Constituency in Nyandarua County. The objectives of the study were: to determine the influence of institutional environment on women participation in community project management in Nyandarua County, to establish the influence of access to education on women participation in community project management in Nyandarua County, to assess the influence of gender roles on women participation in community project management in Nyandarua County and to examine the influence of socio-cultural inhibitions on women participation in community project management in Nyandarua County. The study used a descriptive survey design and targeted the women in the Community Based project (CBO) committee and operations staff. The population of the study was the women in the CBO management committee and operations staff attached to on-going Constituency Based projects in Ol Kalou Constituency, Nyandarua County who are 206 in total drawn from the 27 ongoing projects. For administrative convenience and reduction of costs such as transport, interviewer time and supervision, a random selection was made from cluster sampling. A sample size of 136 women was arrived at using Yamanes formula. Data was collected using self-administered questionnaires, the data was entered into Statistical Package for Social Science (SPSS) version 22.0, where it was analyzed using descriptive and inferential (correlation and regression) statistics. The findings were presented in frequency tables, percentages and the mean. The significance test was performed at $p < 0.05$. The questionnaire return rate was 88%. The statistical results indicate there was a high significant relationship ($p \text{ value} = 0.0265 < 0.05$) between institutional environment and women's participation in CBO projects. There was a significant relationship ($p \text{ value} = 0.0061 < 0.05$) between women's access to education allocation and women's participation in CBO projects. Further, there was a significant relationship ($p \text{ value} = 0.0179 < 0.05$) between gender roles and women's participation in CBO projects. Lastly, there was a significant relationship ($p \text{ value} = 0.0084 < 0.05$) between social cultural inhibitions and women's participation in CBO projects. The results of the study are important as they will be of benefit to women folk who aspire to be project managers in various projects in both the public and private sector, as it highlighted the barriers that women face when participating in project management. Solutions to these challenges are also suggested in the study. Lastly, findings of the study will also provide background information to research organizations and scholars to carry out further research in this area and facilitate individual researchers to identify gaps in the current research in this area.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

A project is a temporary endeavor undertaken to create a unique product, service or result (Baars, 2006). A project is temporary in that it has a defined beginning and end in time, and therefore defined scope and resources. It is unique in that it is not a routine operation, but a specific set of operations designed to accomplish a singular goal. So a project team often includes people who don't usually work together, sometimes from different organizations and across multiple geographies (Comminos & Frigenti, 2002). The development of software for an improved business process, the construction of a building or bridge, the relief effort after a natural disaster, the expansion of sales into a new geographic market — all are projects. And all must be expertly managed to deliver the on-time, on-budget results, learning and integration that organizations need (Arain, 2007).

Project management is the process and activity of planning, organizing, motivating, and controlling resources, procedures and protocols to achieve specific goals. It can also be described as the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements (Legault, 2004). Project management processes fall into five groups: initiating, planning, executing, monitoring and controlling and closing of the projects (Berrebi-Hoffmann, 2002).

Effective management of projects involve as much as possible clearly spelling out project objectives, sound planning, effective information flows, clear definition of responsibilities, project selection and the project's location and implementation (Smith, 2002). It also involves clear definition of the project scope and knowledge of factors that can affect the project scope, the conditions for the attainment of good results, clear definition of project requirements in terms of resources, time scale, technical approach and the required technology (Berkun, 2005). As a result, for a project to be successful, a multifunctional, fairly independent, and temporary project team must be formed. Project teams should be diverse to ensure that they are successful since each person participating in the project brings along different skill types. Part of the critical aspect of team diversity includes gender equality (Legault, 2004).

The primary measure of successful projects is the ability to effectively apply available resources in ways that achieve results (Rehman & Ogunlana, 2009). Generally, the basic purpose of any project is to provide inputs that can be transformed through activities into tangible outcomes. Progress toward achieving the objectives can be accessed by comparing actual achievements against planned goals (Park, 2009). However, traditionally, project performance was evaluated from the iron/golden triangle; time, cost and quality perspective. Project success is, also, measured through many other aspects such as organizational objectives, stakeholders' satisfaction, community benefit and future potential to organization (Mckim, Hezagy& Attala, 2000).

Project management is therefore dependent on the quality of the project being implemented in terms of impact, value to beneficiaries, satisfaction of the beneficiaries, implementation effectiveness, efficiency and sustainability (Turner, 1999). Long, Ogunlana & Lan, (2004) stated that a project performance measurement is related to many indicators such as time, budget, quality, specifications and stakeholders' satisfaction. Boyer, Creech and Paas (2008) defined performance measurement as a comparison between the desired and the actual performances. However, the parameters for measuring project success are mostly influenced by project type and specifications (Ugwu & Kumaraswang, 2007).

Participation as a concept in project management helps in increasing efficiency, effectiveness, self-reliance, ownership, replication, as well as sustainability of development projects. Research shows that there are significantly fewer women in managerial positions, particularly in the area of project management. In a survey carried by ILO (2000), only an average of 27% of women in Europe are involved in project management. In Australia, only 22% of women participate in project management, with the rest being involved in administrative work.

After the World Conference on Agrarian Reform and Rural Development (WCARRD- Rome, 1979), it was declared that participation of rural people in designing policies and programs that affect their lives should be 'a basic human right'. In response to that, many development agencies, international organizations, NGOs, donors and governments were obliged to adapt participatory approaches in order to ensure effectiveness and sustainability of development activities (Guimaraes 2009).The majority of project management teams are exclusively male,

with women in a significantly small minority (Schwartz, 2007). There has been a steady growth in the number of women participating in project management in the United States of America. For the UK, this is less clear as those working in project management functions are not necessarily project managers (Schwartz, 2007).

Kenya's development record and its demographic composition suggest a need for active involvement of women in key decision-making bodies. In Kenya, women's participation in key decision-making positions in projects, whether public or private, is still minimal. In the public projects, women in management positions are very few as compared to men. Women in executive positions, represent only 4.9%, compared to 95.1 % of men in the same groups (RoK, 2009). If the participation of women in devolved funds is enhanced through breaking the norm and reservation barring them from wedging their interest in development matters, then there will be conspicuous changes in the way projects are managed and the outcome will impact the economic development and favorably raise women interest in the way the projects and funds are allocated, implemented and managed hence sustenance of community projects (Nelson & Levesque, 2007).

It has been shown that there are significantly less women than men in managerial positions, especially in the area of project management. There are several reasons submitted for this including the fact that project management is usually implemented in the sciences, construction, information technology, and engineering industries which are traditionally male dominated areas where leadership is said to depend on masculine traits (Krautil, 2003). Further, project management in itself, has been considered a 'macho' profession (Holst, 2006). Additionally, managerial careers have traditionally been male oriented with women being perceived as being less effective in managing, controlling and exerting authority (Cicmil, & Hodgson, 2005)..

There are a number of hindrances for women on the road to senior management in projects. Frederking, (2010) regards sociocultural beliefs as the major barriers in this regard. These beliefs have propagated the idea of the superiority of men and the inferiority of women. These beliefs are ingrained during gender education of both men and women from childhood forming a large part of the socialization process. Individuals base their internalized values, beliefs, attitudes, ideals and aspirations on the concept of role expectancy.

The Kenyan society for example, is a highly patriarchal society that traditionally views women as being inferior to their male counterparts. This perception has been held for long in the different African cultures, in a view to validate the subservience of women. As a result, women have been dominated by men in various fields, making women's academic and professional achievements to be overlooked. This makes it hard for women to play a role in the society in the various spheres. Because of this, there has been an outcry to empower women by giving them their rights, and due status, to enable them actively participate in various decision making roles. The other barrier is the internal organization frameworks guiding the gender division of labor, recruitment and upward mobility. Ojo, (2009) states that male values are reflected in most decisions because all of the decision making bodies are male dominated.

According to Ababa (2013), development aid to Kenya stood at \$770m in 2005 and has been steadily rising since 2002, supporting several projects all geared towards development. Some of the projects have, however, been successful. However, little evidence is available on the true impact of funded programs on the lives of the poor in Kenya. One of the most critical obstacles is the extent to which the projects are able to persist despite the exit of donors, while the beneficiaries reap dividends, and appreciate their participation and ownership role in the project. Apparently, little evidence indicates that, it is sustainability that makes the difference between success and failure of community-based projects. The concept of sustainability can be seen within time and changing social, economic and political contexts. According to Williams, (2003), sustainability is reflected in the capacity of the community to cope with change and adapt to new situations. A project that is seen as worth sustaining today may not be so in future. Notwithstanding, substantial resources have been allocated to developing and maintaining community-based programs for children, youth and families, relatively little is known about how these programs are sustained and what factors lead to their failure. Quite often, the typical community-based program has a relatively short life once its original funding base expires (Schorr, 1997). Inadequate information and understanding of what sustains community based programs has led to various researches focusing on how community projects can be sustained past their initial funding base and increase their longevity in addressing the needs of the community.

In relation to implementation of development projects, sustainability is the probability that a project shall continue long after the outside support is withdrawn. Consequently, while thinking of development projects, three things must be born in mind; the community, project results and external assistance. A project is sustainable if the community/beneficiaries are capable on their own without the assistance of outside development partners, to continue producing results for their benefit for as long as their problem still exists. There have been several projects funded by donors such as the World Bank, DFID, CIDA, and USAID among others, to help alleviate poverty in Kenya. Most of these projects have been designed for various communities living in Kenya. Urban and rural communities have been the center of focus for many donor funded projects.

1.2 Statement of the Problem

The majority of project management teams are exclusively male, with women in a significantly small minority (Schwartz, 2007). There has been a steady growth in the number of women participating in project management in the United States of America. For the UK, this is less clear as those working in project management functions are not necessarily project managers (Schwartz, 2007). Women and development issues have been on the world agenda since the United Nations organized the first women's conference in Mexico in 1975. Community forest programmes are prioritized in the Nepal government forestry sector. This program was started in Nepal during the late 1970s. The main objective of this program is to ensure local people's participation for better forest management. Women participation in water resources management is one of the recognized and adopted practices in water resources management. The Zimbabwean government sought to decentralize the management of water to the local community level through the establishment of local water management institutions.

The Ol Kalou constituency lacks access roads, adequate health facilities, water and communication systems among other infrastructure. Residents have continued to suffer particularly rural women and development workers in Kenya. There is a challenge of reducing time and effort women spend on domestic transport tasks so as to reallocate their time to more remunerative activities. A study was carried in the South District and revealed that community development projects need to be improved and hence women have been trained to identify and

prioritize these projects. In 1994, a collaborative study (IT Kenya and District Agricultural Officer, DAO) was carried out to assess the problem. The study was carried out using rural appraisal techniques and the study revealed that women travel long distances and lack adequate transport services and other social amenities to reach health centers, grinding mills and livestock markets. Access to water is a major problem, with many women traveling (10 – 20) km round trip to collect it. Women are responsible for collecting water, but men cited water collection as a major problem (Jo.Leyland <http://www.atresa.org>, 2009).

International Labor Organization (2000) indicates that despite women forming 50% of the world's population, only 2-3% have managed to break the glass ceiling in top leadership. In Kenya women constitute slightly over half of the total population and form a critical portion of the human resource base. However, available data indicates that they are inadequately represented in senior management positions in public institutions and where policies that affect them are made (Lodiaga & Mbevi 1995). This disparity has continued despite the fact that women are equally if not more qualified than men, they possess the required technical know-how and are more than willing to serve in the top corporate leadership (Annis, 2008). This gender imbalance has continued to exist despite passing of several legislations by governments to provide for gender balancing in most institutions including projects. Several international declarations have also been made to address this disparity over the years but very little change if any has been achieved to this end. However, it is agreed that the involvement of more women could benefit the project management professions by providing new blood and energy. Despite this, little change has actually taken place to date (Avery, 2008).

Nevertheless, women occupy a weak social and economic position in traditional societies (UNCCD 2007). However, despite this accumulated knowledge and capabilities they have not been fully recognized and they are often excluded from the decision making process not only at homes but also within the general community projects. Therefore, there is knowledge gap in the management of community development project because the decision making is left to men who do not have vast knowledge on the community need. The exclusion of women may lead to compromised quality of the project, or biased objective of the project due to lack of practical

knowhow. I would like therefore to see if the institutional and personal factors are influencing women participation in community project management.

1.3 Purpose of the study

The purpose of the study was to examine the influence of personal and institutional factors on women participation in community project management in Kenya: the case of community-based organization projects in Ol Kalou Constituency, Nyandarua County.

1.4 Objectives of the Study

The following specific objectives guided the study:

- i. To determine the influence of institutional environment on women participation in community-based organization projects in Ol Kalou Constituency, Nyandarua County;
- ii. To assess the influence of access to education on women participation in in community-based organization projects in Ol Kalou Constituency, Nyandarua County;
- iii. To examine the influence of gender roles on women participation in community-based organization projects in Ol Kalou Constituency, Nyandarua County;
- iv. To identify the influence of socio-cultural inhibitions on women participation in community-based organization projects in Ol Kalou Constituency, Nyandarua County.

1.5 Research Questions

The study sought to answer the following research questions

- i. What is the influence of institutional environment on women participation in community-based organization projects in Ol Kalou Constituency, Nyandarua County?
- ii. To what extent does access to education influence women's participation in community-based organization projects in Ol Kalou Constituency, Nyandarua County?
- iii. How do gender roles influence women participation community-based organization projects in Ol Kalou Constituency, Nyandarua County?
- iv. To what extent do socio-cultural inhibitions influence participation community-based organization projects in Ol Kalou Constituency, Nyandarua County

1.6 Significance of the Study

The findings of the study are significant to project sponsors, managers and other stakeholders of community projects as it enables them to appreciate the factors that influence women's participation in project management and seek appropriate measures to mitigate the situation in the projects. The study results are also important to other projects in the private and public sectors, as they can use the results of this study to create awareness and understanding of the major factors that affect women in accessing resources, and participating in projects, despite the opportunities currently present.

The results of the study are also important to the womenfolk who aspire to be project managers in both the public and private sectors, take appropriate action to overcome the challenges they face.

Further, the findings of the study are significant to government and policy makers as it may facilitate them to come up with a blue print for the formulation and implementation of project gender inclusion strategies, which could enhance women's participation in projects and strengthen gender aspects in project management.

1.7 Limitations of the Study

In the collection of data, the researcher encountered some respondents who considered the information sought as confidential hence were not willing to cooperate for fear of being reprimanded by their seniors. However, prior authority was sought from the management and the respondents assured of confidentiality of the information provided.

1.8 Delimitations of the study

The study was delimited to the influence of institutional and personal factors on women participation in community project management in Ol Kalou Constituency, Nyandarua County. The study population was drawn from the CBO projects and consisted of the CBO management committees and operations staff. The research study covered the period between 2014 and 2015.

1.9 Assumptions of the study

The study used a questionnaire to collect data for the study; therefore it was assumed that participants responded to the questions in an honest and accurate manner. It was also assumed that the women in the CBO management committee would be available during the period of the study. It was assumed that the relevant concerned authorities would give their full cooperation. It was assumed that the gaps and challenges to be highlighted would be a cause for review on plans and policies as well as the implementation process.

1.10 Definition of Significant Terms

The significant terms used in the study include;

Community Project

A community project is a term applied to any community-based project. This covers a wide variety of different areas within a community or a group of networking entities. It begins when a small collection of motivated individuals within a community come together with a shared concern like responding to a certain community challenge or opportunity.

Gender roles - Is a set of societal norms dictating what types of behaviors are generally considered acceptable, appropriate or desirable for a person based on their actual or perceived sex. In this study we were looking at the extensive family responsibilities accorded to women.

Institutional Environment

The elaboration of rules and requirements to which individual organizations must conform in order to receive legitimacy and support. The rules and requirements dictates an organisation's environment and also gender composition in the various fields.

Institutional Factors

Rules, norms and routines that guide behavior both inside and outside of the organization. The culture, norms and routines in an organization often influences women participation in the various activities in the organization.

Personal Factors

They are characteristics that are specific to a person and they influence a person's behavior. The values and priorities of an individual influences their participation in community project management.

Project management

It is the application of skills, knowledge, methods and processes to achieve project objectives.

This study was delimited to the community based projects in OI kalou Constituency, Nyandarua County.

Women participation

Refers to the involvement of the female gender in the various project activities.

1.11 Organization of the Study

The study is organized in five chapters. Chapter One examines the background information to the study, the statement of the research problem and the purpose of the study. The research objectives, research questions, limitations and delimitations of the study, assumptions and finally the definition of significant terms Chapter two is literature review, which is related to and consistent with the objectives of the study. Important theoretical and practical problems are brought out; relevant literature on the aspects pertaining to the institutional and personal factors influencing women participation in community project management in Kenya. It also provides a conceptual framework on the relationship between the dependent and independent variables of the study. Chapter three is the research methodology and it consists of the research design, target population, sample size and sampling procedure, piloting of the instruments, checking the validity and reliability of the instruments, data collection procedures, data analysis techniques and the operationalization of variables. Chapter four consists of data analysis, presentation of findings and interpretation of findings. It also includes the summary of the chapter. Chapter five gives a summary of findings, discussions, conclusions and recommendations of the study. It is concluded with suggested areas for further research and contribution to the body of knowledge.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The chapter discusses the literature that is relevant to the study. Important theoretical and practical problems are brought out; relevant literature on the aspects pertaining to the institutional and personal factors influencing women participation in community project management Kenya.

2.2 Women participation in community project management

The factors that affect women's participation in project planning and implementation by many government and nongovernmental development projects and programs put much emphasis on community involvement in development processes. These efforts are due to a belief that participatory planning can help development planners and policy makers address community needs and sustainable development. Guimaraes (2009) has argued that increased community participation was as a result of unsuccessful approaches to rural development and poverty reduction efforts that did not involve the community, including the poor, and as a result were often misdirected and ill-informed.

Target groups under these projects include the communities with poor or no basic social services, food insecure households and vulnerable groups such as orphans, people with disabilities, elderly, widows/widowers and HIV/AIDS infected persons. They involve projects have been implemented in communities with periodic hunger, social service shortages and income generating activities for mostly vulnerable groups. The implemented projects vary from one village to the other and this was due to the nature of priority problems in a particular community. These projects include road and bridge construction, class room construction, housing construction for teachers and nurses, construction of laboratories, construction of wards, construction of dispensary buildings, construction of deep wells, bee keeping, poultry keeping, sensitization on establishment of community banks and so forth (Annual project implementation report for Rufiji district 2009). Community contributions, especially the provision of a labor force and cash donations was also encouraged in order to expand people's knowledge and experience in implementation and maintenance of development projects (TASAF 11 project implementation guideline 2005).

The participation of women in projects has implications on their success or failure. In CBO projects, some of the committees are characterized by male dominance and this becomes an element that hinders women participation in project management. The participation of women is largely dependent on socially constructed barriers of culture, education levels, ability, gender constructions, legal concerns and interests in participation. The perception is that males are better placed to run key institutions in society, and that women's dominance is purely domesticated. This study therefore seeks to identify the institutional and personal factors influencing women participation in community project management in Kenya using constituency based organizations projects as a case study.

2.3 Institutional factors and women's participation in project management

The Institutional environment as it exists today is composed of values, traditions, structures, and behavioral norms linked to masculinity hence affect women participation in management (Nelson & Levesque, 2007). The negative stereotypes of women in organizations are common and have become a major barrier to their progression. Some persistent stereotypical and inaccurate views held by gate-keepers about females are their perceived inability to manage, supervise, criticize constructively, manage finances, and function in a political frame (Mohamed, 2005). Oakley (2000) reported that boards and other administrators believe that females are malleable. The authors described malleable personalities as referring to perception of women managers as easy to direct just because they are female. If women turn out not to be malleable, the reaction is much more negative for women than for men. Craig (2000) argues that many "bad stereotypes towards women" have kept women away from entering the project management field.

In their view Bradley & Healy (2008) observed that organizational structures especially job assignments are designed to prevent females from ascending to the top administrative levels. Job assignments are considered to be the primary condition for career participation of females. Organizational structure "steer away" females' potential for upward mobility by confining them to work roles that are considered to be females' occupation. To this end, the quickest way to the top of a management level is placement in functional areas or crucial job assignments that leads to the accomplishment of critical organizational tasks (Annis, 2008).

Different projects have different cultures, in which they will draw boundaries around what is included and what is not (Thiel, 2012). A masculine culture is likely to be dominated by power relationships and a results-orientation while a feminine culture is likely to be more concerned with interpersonal relationships and a process orientation. The culture of project-based industries is inherently masculine fostered through language and behavior (Dainty, Neale & Bagilhole, 2000).

Organizational hiring Practices at the Bottom Entry-level jobs are critical in establishing career trajectories in organizations because promotional ladders, where they exist, are connected to 26 specific points of entry into the organization (Watts, 2009). Job recruitment and hiring practices used by employers often result in females being placed in jobs that have short or nonexistent job ladders. This is an important barrier limiting females' participation beyond low-paying jobs. Such practices, in conjunction with the difficulty of changing career paths once employed in an organization, perpetuate the existence of female job ghettos that are low-paying and cut off from mobility channels (Hauschildt, 2000). Zahidi and Ibarra (2010) concluded that employers use recruitment and hiring methods that have worked well in the past because they help to avoid costly hires of unsatisfactory workers. Hiring practices in entry level jobs determine access to ladders. Statistical discrimination as this is formally called, is based on stereotypes about appropriate work roles for females and males, which the public, employers, and most females readily accept (Mohamed, 2005).

Women (or minorities or any other group) seek jobs that they perceive they have a chance of getting (Byrne, et al, 2005). Because individuals make choices in the context of what they perceive as available opportunities, employers' administrative procedures for recruitment, hiring and job assignment that support gender, racial, and class stereotypes about appropriate work roles contribute to job segregation in entry-level jobs. Thus, "choice" is not the barrier to greater opportunity; instead, employers' acceptance, and indeed their exploitation of uninformed choices is the barrier to future upward mobility (Mohamed, 2005). In addition to discriminatory hiring practices and lack of networks, the lack of role models has been cited as another factor influencing participation of women. Women do not have access to a large number of appropriate role models and as a result, women may not even give administrative posts consideration (Cooper, 2001).

Mobility is the most important motivating force for managers. Managers define their success as movement upward, a change in title, a better salary and more authority (Mousavi, 2006). Women experience barriers to participation that are related in "crossing over" to male-dominated ladders or pipelines, that provide more promotion opportunities. (Bradley & Healy, 2008) Promotion rates and access to the means of acquiring new skills systematically differ according to where one is located in the organization. Certain career lines are blocked while others afford ample upward movement. The barriers that prevent women from moving off the "sticky floor" often arise because the jobs in which these groups are concentrated either lead nowhere or have very short lines of progression (Baker, 2003).

Jobs employing the largest absolute number of women are much less likely to be located on job ladders. Nelson and Levesque (2007) describe the differences in the job mobility of managers and secretaries in a major corporation and found that people with high mobility prospects behave quite differently from those with low prospects within the organizations. In contrast, Nelson and Levesque (2007) indicates that secretaries have little hope of entering more prestigious, remunerative, or responsible positions except by accompanying a boss who is moving up. Women's failure to aspire to the higher position might be a result of their experiences working with male colleagues, role models whose leadership behaviors may not be compatible with women's preferred ways of leading (Annis, 2008).

The components of administrative work as well as the perceived and real male defined environments in which many females' administrators must work, shape females' perceptions of the desirability of administration. Cassirer and Reskin (2000) found that the job stress of females was higher than that of males when working in a predominantly or traditionally male environment. Skrla, Reyes and Scheurich (2000) described organizational contexts in which males used intimidation and silence to discourage females. Intimidating tactics and behaviors of board and community members included name-calling, rumors and overt lies. Additionally, male subordinates were intimidating, at times indicating directly that they did not want to work for a woman. Helfat, Harris, and Wolfson (2006) observed that females had been sexually harassed by a higher status male and was represented in personal silence about gender issues while in the superintendence and the feelings for administrative positions because of their understanding of

the definition of the job of the principal. They did not perceive this definition as flexible or open for social construction.

Principals studied by McGovern Robinett (2002) noted that supportive work environments were essential in choosing to become principals. Wynn's (2003) study of teachers with leadership skills determined that women choose to stay in the classroom, rather than move into administration, partly because of their negative perception of the job of the principal. They identified student discipline as one of the negative dimensions of the principal.

Another organizational barrier is the relationships many women have with their mentors, bosses and female co-workers. Most employees tend to bond through similar interests. Since there tend to be few executive women; many women are unable to find a female mentor. Laff (2006) finds that women are inhibited in the workplace because of their limited access to capable mentors. Many people prefer to have mentors of the same gender because they tend to understand the challenges most commonly faced. Men do not face the same barriers, have the same family issues, and many times simply do not want to mentor a woman. The needs of women from their mentors also tend to differ from the needs of men. Many women claim to need more encouragement, an example to follow, and simply more tasks to complete. Male mentors tend to be resistant to mentor a woman because they perceive women as more emotional, not as skilled at problem-solving, and because of the risk of workplace sexual harassment issues (Hanson, 2008).

2.4 Access to education and women's participation in project management

The secondary position of women in patriarchal societies translates itself into view of education as being unimportant for girls. Socio-economic and cultural factors play a part as in some cases, families favor boys over girls for entrance into school, especially if access to quality education is not free (Mohamed, 2005). More so, the broader obstacles of poverty continue to keep girls and boys in varied labor environments in order to help their families subsist. In other situations, the fear of girls being exposed to unacceptable peer practices in co-educational schools, e.g. sexual orientation that could result in pregnancy or violence and general harassment, prevents parents from allowing female children access to basic schooling (Onunga, 2001).

These same factors can also contribute to the rise in numbers of girls dropping out of school in some countries as they move through the education system. Statistics show that those countries where disparity in girls' enrolment could be seen at primary level exhibited an even more increased disparity at secondary level (Moreau, Osdood & Hals, 2007). Educating girls is a powerful tool for their empowerment as well as for reducing poverty. Girls who are educated are more likely to marry later and have smaller, healthier families. Education helps girls to know their rights and claim them for themselves and their facilities.

Education can translate into economic opportunities for women and their families. However, in all regions, women are gaining access to literacy and education and at a faster rate than men (Nath, 2000). Muthoni (1999) observes that because of Social discrimination seventy percent of illiterate people in Kenya are women, with many girls kept at home to work while their brothers go to school. According to the UNESCO Institute of Statistics, (UIS) (2010) report, out of the developing world's 900 million illiterate people, women outnumber men two to one, and girls constitute the majority of the 130 million children without access to primary school. Further, because population growth has superseded the expansion of women's education in some developing regions, the number of women who are illiterate has actually increased.

International Labor Organization report (2000) drew attention to implications of government's reductions on educational budgets which have resulted in fewer girls and women attending classes and higher dropout rates for girls. Structural adjustment and economic restructuring programmes reduced educational and work opportunities for women. This had implications for women's opportunities to accede to management-level posts, given the importance of education in helping to create a new concept of power, less stereotyped, less focalized on hierarchical aspects and more open to women.

In a study carried out by Kamau (2006), women interviewed attribute limited access to studies as a main hindrance to their career advancement in universities, yet without a doctorate there is no hope of rising to seniority in the universities. Obtaining a doctorate for women in Kenya is usually much more challenging than it is for men especially because the country does not have very well established doctorate programmes; they are also in limited fields. The best option is to study abroad which is a major challenge to women given their social roles as wives and mothers.

The only option is for women to study locally, which presents a new challenge of combining career, family and studies as negotiating for a study leave is not easy. Funding for doctoral studies is one issue that has discouraged many women, as funds are not easy to access. In a study Odhiambo (2006) observes that in Nyanza province out of the top a hundred students in the year 2005 Kenya certificate of primary education (KCPE) results only one was a girl. This kind of imbalance in primary education results to imbalance in advanced education, which consequently results, to imbalance in appointments.

When development opportunities for women within work organizations are limited, external activities should also be considered as avenues for development opportunities. Professional organizations are prevalent and have been identified as possible sources of external visibility, competence acquisition, mentors and role models who are associated with women's career advancement. Anecdotal information suggests that women's professional organizations provide unique developmental opportunities (Avery, 2008). Professional organizations enabled women to better evaluate where they were career wise in order to get emotional support, to balance isolation of work and to find mentors and sponsorship. Professional organizations have been found as a common factor in the career histories of women in management and leadership positions to the extent that professional organizations are reflection on the profession and gender issues (Cassirer & Reskin, 2000). Gibson (2003) says that the initial thrust of affirmative action programmes is to recruit and place women and minority employees into management and professional positions. Many organizations have been successful in that effort, but their success has created additional problems, for example career development needs of women employees require non-traditional methods and strategies of coping with reactions of white male employees. The key to meeting the career development of women employees is to integrate recruitment placement and development efforts (Gibson, 2005).

Mentoring when it does happen is one way to break down the barriers that women face, but it is not such a simple matter (Grant, 2012). Another way of overcoming barriers is through networking. Networks provide a widening circle of personal and professional references that can assist in the promotion of women as candidates for positions. Networks can provide information through newsletters or word of mouth on systems that have job openings and contacts, offer advice on benefits of positions, salary, history and background of school boards (Helfat, Harris

&Wolfson, 2006). Women need to actively seek out networks with men and other women to gain visibility, information, advice and receive moral support as they pursue their careers (Searby & Tripses, 2006).

2.5 Gender roles and women's participation in project management

In most countries, women are perceived to have 'primary' responsibilities as wives and mothers. But in many cases, either as a result of a preference for personal development, or out of sheer economic necessity, women also go out to work in the employment market. Juggling these different occupations and their consequent responsibilities is no easy task for women (Bradley & Healy, 2008).

According to Grant and Simmons (2008) a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility. It was frequently observed that extensive family responsibilities especially those involving marriage, childcare and household activities can affect females' career achievements (Kamau, 2004}. The traditional expectations of women's major roles in life are those of wife, mother and homemakers. Women workers still tend more than men to bear the main burden of family responsibilities as well as paid and unpaid work; these double work burdens/ hampers their upward movement to management positions (Moreau, Osdood & Hals, 2007). Women's career motivation tends to have declined in relation to their experience, as the salience of family issues becomes more significant and as they realize the inherent difficulties of combining work and family life. As such, they are not likely to remain in site-based roles and reach high profile project management positions (Dainty et al. 2000).

Today it is generally believed that marriage constitute an advantage for men who want to make it in their career, but a real handicapped for women who have the same ambitions. Not only does marriage provide logistic support and emotional security but also a guarantee of stability and reliability. In contrast, women once married and especially with children considerably increase their domestic burden and multiply the obstacles to buildings career (Mohamed, 2005).Based on long held stereotypes often assume that married women especially those with children will and should play a primary care taker role within their families (Bagilhole, 2002).

Thus, home and family responsibilities pose obstacles on women aspiration in administration in two possible ways. First, the woman not only must effectively juggle all of her tasks but she must also contend with the bulk of male educational executives who erroneously believe that not only she is unable to manage the balancing act but that it is inappropriate for her to attempt it. Second, the impact of home making roles is especially difficult for women's progress in the administrative areas. In light of this females suffer from severe time since they are caring double burden of domestic and bread winning responsibilities (Mohamed, 2005). Family and home responsibilities place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments (Moreau, Osdood & Hals, 2007).

In his study Powell (2000) states that societal expectations of women are greater interims-of family responsibilities; such as care for elderly, children and husband. She has to exclusively participate fully in funeral/mourning and no one raises eyebrows if a male/ who is also a manager just stays an hour and leaves the mourning house or does not attend a funeral because of "meetings". They also note that, it is in the family realm that women pay the highest price. Furthermore, multiple roles of women in the family, society, (traditional norms) and in the work place pose a double or multiple burden which hinders their career progress and advancement to managerial positions (Sadeghifar, 2003).. She also realizes that if the mother is a manager beside her managerial tasks she will be required to take care of her children, like taking them to hospital when they are ill, going market to purchase goods for them and staying at home when the caregiver leaves in order to satisfy families need. Accordingly, many woman managers no longer want to have to choose between career and family aspirations, the unequal sharing of family responsibilities that has continued to determine their carrier advancement (Clarke & Wall, 2014).

In his observations Rehman and Ogunlana (2009) indicate the extent of women subordinate career aspiration depend up on women's own values , systems and priorities ,the degree of support provided by their husbands, the age based needs of their children , as well as the availability of organizational support in the form of flexible work schedules and assistance for children-care. Wife-hood and motherhood computed for resource (time and energy), which must

be allocated between both the occupational and domestic roles. These multiple demands thus inhibit the single mindedness continuous participation and commitment required for managerial success (Virginia, 2007).

2.6 Social cultural inhibitions and women's participation in project management

From the beginning of his /her birth, each person confronted with expectations for his/her, behavior as defined by the society in which he/she is expected to adapt and conform to those behaviors that are designated appropriate to their gender (Avery, 2008). In the eyes of parents, the social expectation of females is less than that of males. The socialization process of a girl at home may interfere with her future achievement rather than enforce it. It is recognized that in the majority of societies women are viewed as less equal to men as the result of socialization process (Bradley & Healy, 2008). In each society certain tasks are deemed suitable for men and women. Tasks associated with males usually have higher status and value than those associated with females (Watts, 2009).

At large societal desired behaviors, the temperaments between the two sexes formulate distinctive personalities for men and women bring stereotyped masculinity and femininity in their personality and activities. Hence, males are considered intellectual and perform the role of dominating. On the other hand, females are seen passive, docile, ignorant and ineffective (Annis, 2008). This socialization process oriented behavior makes females to obey men's dictation and follow the leadership of male (Bagilhole, 2002). The existence of role-prejudice, which is developed and adopted through socialization in every country, has therefore, limited men and women to certain roles and life patterns (Bradley & Healy, 2008).

Women's access to leadership positions has been hindered and limited by the socialization process and sex-role stereotyping (Byrne, Clarke & Van Der Meer, 2005). Clarke and Wall (2014) also identified in their study the existence of continued sex role stereotyping as a major impediment to women aspiring to administration. Furthermore, women themselves believe that the socialization and sex role stereotyping are the major barriers and hinder them from entering into managerial activities. The absence of women from leadership activities and positions is a result of the interaction of sex-role stereotyping, socialization process and occupational sex-typing (Grant & Simmons, 2008).

Socialization and gender stereotyping have also been regarded as additional internal barriers faced by women (Powell, 2000). Women are limited by social expectations, parental guidance and self-aspiration. Men are more often socialized to persevere and seek professional success while women are socialized to nurture and support others as they assume the traditional role of mother and caretaker of the home (Sadeghifar, 2003). The socialization process of females perpetuates notions of the inferiority of the female gender. Women have typically been perceived as being weak and generally not robust enough for the difficult, intensely political nature of educational administration (Virginia, 2007).

Women were not hired in many countries as managers because of custom that men do not want to take directions from women leaders (Avery, 2008). The societal and cultural barriers mainly by the beliefs of men affect the aspiration of females for leadership. In light of this, andocentric belief gives less consideration and looks down women's work and their place in the society and in the home as well. Because traditional stereotypes cast women as socially incongruent as leaders, they face greater challenges becoming integrated into the organization. Socialization and sex role stereotyping have been potent obstacles to increasing women's participation in the management (Clarke & Wall, 2014).

Patriarchy has been defined as a system of social structures and practices in which males' dominant oppress and exploits females (Mohamed, 2005). In the same way, the patriarchal oppression and the mobilization of bias effectively silences women's demands to leadership. In addition, endocentric patriarchal ideology denies the women leaders and neglects their placement in ranking positions (Clarke & Wall, 2014).

Culturally, the society is patriarchal. It portrays women as inferior to men and the division of labor is stereotypical. Women who do not perform domestic roles are viewed as deviants making it difficult to assert themselves when it comes to seeking positions outside the home (Virginia, 2007). In addition, women carry out almost all the reproductive roles of the households as well as many of the productive roles which are usually voluntary and unpaid. In many cases, this is used as one of the reasons to justify that women do not have the time to participate in managerial positions (Annis, 2008).

Most cultures define women in terms of what they should be or do for men. For instance, a married woman's major role is to enhance her husband's career goals by providing him with moral and emotional support. She is left with all the family responsibilities and chores while the husband is away either studying or working (Sadeghifar, 2003). Women can pursue their professional dreams only after fulfilling their culturally accepted roles, an expectation nearly impossible considering at what age this would be happening (Kamau 2006).

In most cases a typical woman has low status particularly lack of power to make decisions on matters affecting her life and those of her family. This culturally determined expectation and attitude towards the girl child influences less allocation of resources towards the girl as compared to the boys. A boy will always be considered first before a girl (Bagilhole, Dainty & Neale, 2000). This gender biased cultural assumption and the subsequent differential treatment of boys and girls in a homestead not only mitigate against girls access and performance in the education but also tend to push girls to doing the so called 'feminine careers for instance home economics, nursing, teaching and secretarial (Catalyst, 2001).

2.7 Theoretical Framework

The theories that underlie this study include the Gender and Development theory. Since mid 1980's there has been a growing consensus that sustainable development requires an understanding of women's roles and responsibilities within the community and their relationship to each other. Improving the status of women is no longer seen as just a women's issue but as a goal that requires the active participation of men and women. This has come to be known as the gender and development (GAD) approach. The GAD approach, through gender analysis, seeks to understand the roles, responsibilities, resources and priorities of women and men within a specific context, examining the social, economic and environmental factors which influence their roles and decision-making capacity.

Early approaches to women in development recognized that development had ignored the important role played by women in their communities and, as a result, largely excluded them from the design and implementation of development projects. The women in development (WID) approach recognize that more efficient and effective development requires the active participation of women as well as men. Seeking to remedy women's exclusion from the

development process, the WID approach focuses mainly upon women. Gender and Development is therefore an analytical approach which considers both women's and men's roles and responsibilities within the community and their relationship to each other in order to ensure that women's concerns and needs are addressed in design and implementation of activities. It is thus an approach that looks at women as an integral part of the family, community and the larger society. Through gender analysis techniques, the roles and rights of both women and men are studied to help planners and project managers design how development interventions may be made more effectively. Gender analysis helps in establishing more sustainable and effective development.

The study was also guided by the feminist theory. The theory recognises the pervasive influence of gender divisions on social life and tries to understand women's oppression and the structures in society that espouse this oppression and subordination. The feminist perspective, looking at the many similarities between the genders, concludes that women and men have equal potential for individual development. Differences in the realization of that potential, therefore, must result from externally imposed constraints and from the influence of social institutions and values (Nzomo 1995). Feminists advance three broad perspectives in trying to explain the absence of women from senior management in the public and private sector. The first perspective is personal factors in which the paucity of women in management positions is attributed to the psychosocial attributes, including personality characteristics, attitudes and behavioral skills of women themselves. Among personal factors are self-esteem and self-confidence, lack of motivation and ambition to accept challenges "to go up the ladder", women's low potential for leadership, less assertiveness, less emotional stability and lack of ability to handle a crisis (Bond 1996). On the other hand, personal factors such as, assertiveness, confidence, resourceful creativeness, loyalty and trustworthiness help women to ascend to senior management positions (Singh and Shahabudin 2000).

The structural or institutional factors paradigm advances the view that it is the disadvantageous position of women in the organizational structure (few numbers, little power, limited access to resources) which shapes and defines the behaviour and positions of women. The underlying premise of this perspective is that men and women are equally capable of and committed to assuming positions of leadership. The problem is vested in the structure and the remedy is a

fundamental change to eliminate inappropriate discrimination in institutional policies and practices. The structural factors that affect women negatively include: discriminatory appointment and promotion practices; male resistance to women in management positions; absence of policies and legislations to ensure participation of women; and limited opportunities for leadership training and for demonstrating competence as a result of power structure in the work place (Bond 1996).

Structural factors affecting the participation of women positively include the presence of organizational guidance, good mentoring systems, proper staff development programmes for women, transparent appointment and promotion procedures, support services for women, access to information technology and flexible work schedules.

2.8 Conceptual Framework

The study can be conceptualized in a framework explaining the relationship between the independent variables (factors) which include, social cultural inhibitions, organizational complexities, access to education and gender roles and how they influence project performance which is the dependent variable (outcomes) as shown in the schematic diagram below

Independent Variables

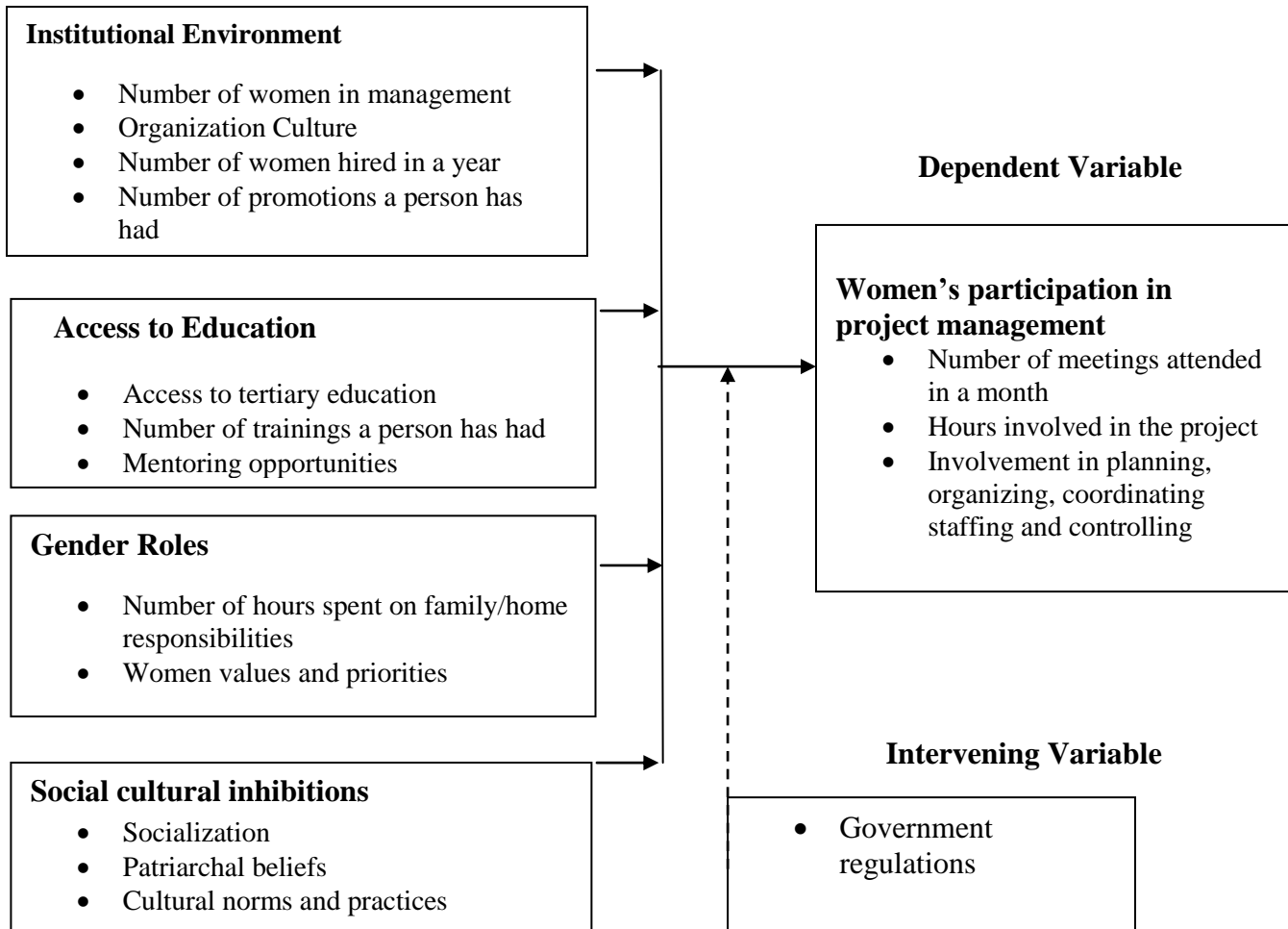


Figure 2.1: Conceptual Framework

The conceptual framework examined institutional and personal factors influencing women participation in community project management and their patterns of influence on each other and eventually how they affect the role of women in CBO projects in Kenya.

The participation of women is largely dependent on socially constructed barriers of culture, education levels, ability, gender constructions, legal concerns and interest in participation. The perception is that males are better placed to run key institutions in society, and that women's dominance is purely domesticated. It is clear that many studies have been carried out on women's participation in project management. However, none of these studies specifically focused on the key roles played by women hence the factors, which this study addressed. This

study aimed at bridging the information gap on the status of women participation in project management and determining the factors that predict their participation.

2.9 Knowledge gaps

Isolation is claimed as a major barrier for women to succeed in project management and it adversely affects their ability to make strategic decisions, due to the lack of information, cooperation and feedback as well as other issues crucial to effective decision-making. Women find it difficult to conform to line management demands for long working hours, geographical flexibility and aggressive management behavior. There are a number of studies of women managers that suggest women should adopt male management styles for their survival in the macho environment. This study intends to address gaps in the literature which do not account for how successful women project managers need to use good and appropriate project management practices in the social environment.

Table 2.1 Knowledge Gaps

Variable	Literature Source	Findings	Knowledge gap
Institutional factors	NelNelson, T., & Levesque, L. (2007). The status of women in corporate governance in high- Growth, high-potential firms. <i>Entrepreneurship Theory and Practice</i> , (10)42, 25-87.	The study observed that institutional environment as it exists today is composed of values, traditions, structures, and behavioral norms linked to masculinity hence affect women participation in management.	The study did not focus on the value of women’s active participation in modern creation project skills.
Access to education	MoMohamed, M. (2005). Attitudes towards Women Managers in the United Arab Emirates: The Effects of Patriarchy, Age, and Sex Differences. <i>Journal of Managerial Psychology</i> , (20):6, 522–540.	The study reported that socio-economic and cultural factors play a part as in some cases, families favor boys over girls for entrance into school, especially if access to quality education is not free.	There could be other factors hindering women and girls from accessing education.
Gender roles	GraGrant, C. & Simmons, J. (2008). <i>Narratives on Experiences of African-American Women</i> . Leiden: Martinus Nijhoff Publishers. Kamau N.	It was observed that extensive family responsibilities especially those involving marriage, childcare and household activities	Being married may increase the income of a household hence may lead to active participation in project management. On the other

	(2004}”Why women academics don’t go far enough” Doctorate Dissertation. Unpublished (2nd,February 2004)	can affect females’ career achievements	hand, a male may be less inclined to go for the same.
Social cultural inhibitions	Avery, S. (2008). Cracks appear in the glass ceiling. Professional Development Purchasing. Watts, J. H. (2009). Allowed into a Man's World' Meanings of Work-Life Balance: Perspectives of Women Civil Engineers as Minority' Workers in Construction Gender, Work & Organization 16(1): 37-57.	It observed that in each society certain tasks are deemed suitable for men and women. Tasks associated with males usually have higher status and value than those associated with females.	In women managers mentoring buffers them from discrimination and help overcome obstacles to their attaining management positions ; provide emotional support and help increase confidence; provide access to informal networks and provide opportunities to demonstrate ability

2.10 Summary of the reviewed literature

For projects to effectively perform, it requires an environment which promotes a bottom-up approach to development and encourages participation of women in management positions. However there are a number of hindrances for women on the road to senior management in projects. They include: socio-cultural beliefs as the major barriers in this regard. These beliefs have propagated the idea of the superiority of men and the inferiority of women. These beliefs are ingrained during gender education of both men and women from childhood forming a large part of the socialization process. Individuals base their internalized values, beliefs, attitudes, ideals and aspirations on the concept of role expectancy. The society for example, is a highly patriarchal society that traditionally views women as being inferior to their male counterparts. This perception has been held for long in the different African cultures, in a view to validate the subservience of women. As a result, women have been dominated by men in various fields, making women's academic and professional achievements to be overlooked. This makes it hard for women to play a role in the society in the various spheres. Because of this, there has been an outcry to empower women by giving them their rights, and due status, to enable them actively participate in various decision making roles. The other barrier is the internal organization frameworks guiding the gender division of labor, recruitment and upward mobility. Male values are reflected in most decisions because all of the decision making bodies are male dominated.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This section presents the different methods that the researcher used to collect, analyze, present and discuss the findings of the study. This includes details on the research strategy, the different categories of respondents and how the data was collected during fieldwork. It also discusses the ways through which the different data sets were analyzed and presented.

3.2 Research Design

The study used descriptive survey design in the collection of data on the determinants of women's participation in project management in Kenya. This design was preferred because a descriptive study ensures complete description of the situation, making sure that there is minimum bias in the collection and interpretation of data (Cooper and Schindler, 2001). This study was conducted through a cross sectional survey design. Oso and Owen (2005) describe survey as a study which employs present oriented methodologies to investigate populations by selecting samples to analyze and discover occurrences.

3.3 Target Population

The population of the study was the women in CBO projects management committee and operational staff attached to on-going development projects in Ol Kalou Constituency, Nyandarua County who are 206 in total. According to the Nyandarua County records office, there are 27 registered CBOs. The study was targeting these respondents owing to the fact that they are responsible for the management of the CBO projects and in day to day operations of these projects.

3.4 Sample Size

The sample size was arrived at using Yamane's formula (1967).

$n = N / (1 + Ne^2)$ where N = known population, e = error level or % percent confidence interval (0.05) to arrive at a sample of 136 women. The sample consisted of project:

chairpersons, vice-chairperson, treasurers, secretaries, and committee members and operations staff attached to the on-going projects

Table 3:1 Sample Size

Category	Frequency	Number of men	Number of women	% Distribution
Chairperson	27	19	8	30
Vice-chairperson	27	17	10	37
Treasurer	27	15	12	44
Secretary	27	3	24	89
CBO Committee members	135	70	65	48
Operations Staff	187	100	87	47
Total	430	224	206	

Source, CBO office Ol Kalou Constituency, Nyandarua County (2016)

3.5 Sampling Procedure

For administrative convenience and reduction of costs such as transport, interviewer time and supervision, purposive sampling procedure from each cluster was applied. Since the number of women involved in these projects; especially in senior management is lower than that of men, the study applied purposive sampling technique and random sampling to interview the women in order to derive data that represents the population they represent. The sample size was arrived at using Yamane's formula (1967). Hence, the sample size was the 136 women.

3.6 Research Instruments

Quantitative data on the institutional and personal factors influencing women participation in community project management Kenya was collected using a structured questionnaire in order to allow for descriptive analysis from the responses. The questionnaire contained both structured and unstructured questions meaning it had both open-ended and close-ended questions. The choice for the questionnaire as a data collection tool is founded on the fact that it is suitable for collecting a large amount of data from respondents within a short period of time. It contained three major sections:

section one contained questions on the respondents' socio-demographic characteristics; section two contained questions based on the four themes derived from the study objectives; namely: institutional environments, women's access to education, gender roles and social cultural inhibitions.

For the closed-ended questions, a Five-point Likert Scale was used which included: (5) Strongly agree, (4) Agree, (3) Uncertain (2) Disagree and (1) Strongly disagree. The strongly agreed responses were scored at 5 for direct positive high scores while those of strongly disagree were scored at 1 for direct low/ negative responses. Closed ended questions were included because they are easier to administer and to analyze. The procedure for data collection ensured compliance to the rules and regulations as stated by the National Science and Technology Council. Permission to collect data was further sought from the local administration.

3.6.1 Piloting the Instruments

Piloting ensured that the questionnaire was free from ambiguity and that the data generated is meaningfully analyzed in relation to the stated research questions. This was done by administering the questionnaire to project staff in one of Nyandarua's neighboring sub-counties which contains similar characteristics as the study area. Piloting was done where a sample of 14 respondents was used based on Yamene's formula. The respondents were required to answer the questions after which they were analyzed by the researcher to check whether the respondents filled in the questions with ease.

After piloting, adjustments were made in order to address any areas of concern. Orodho (2004) states that piloting helps to establish whether the questions measure what they are supposed to measure, the respondents interpret all questions in the same manner, the wording is clear and also helps eliminate potential research bias.

3.6.2 Validity of the Instrument

Content validity of the instruments was used to measure the degree to which the items represented specific areas covered by the study. Validity was ascertained by checking that the questions measure what they are supposed to measure such as the clarity of

wording and whether the respondents interpreted all questions in the similar ways to eliminate areas likely to cause confusion and ambiguity.

To enhance the questionnaire validity, the research instruments were appraised by the supervisor to evaluate the applicability and appropriateness of the content and adequacy of the instruments from a research perspective. The corrections on the identified questions were incorporated in the instrument and a field test was conducted. The questionnaires were then dispatched to the field and administered by experienced research assistants.

3.6.3 Reliability of the Instruments

Reliability refers to extent to which instruments yield measurements that are consistent each time it is repeated to the same people. Reliability answers the question “Are scores stable over time when the instrument is administered a second time (Creswell, 2003).

A test-retest measure of reliability was used by the researcher where the questionnaire was administered to a test sample population who provided their responses based on the questions asked. The questionnaire was administered again after a time lapse of one week to a test sample after which the researcher reviewed and reconciled any inconsistency that would have come up. Cronbach's alpha was then used to measure the internal consistency with a set lower limit of 0.6. The result was 0.075.

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance.

3.7 Data Collection Procedure

To generate data for this research study, a letter of introduction was obtained from the University of Nairobi which was taken to the Sub-County Officer of Nyandarua Sub-County for permission after securing a permit from the National Council for Science and Technology. The sampled project staff were visited to establish rapport and make appointments with the local administration. Adequate time was accorded each respondent to obtain appropriate answers to the questions after which the completed questionnaires were checked for completeness and accuracy.

The study used the drop and pick method as the questionnaires were dropped and picked later after the respondents had filled them. A cover letter explaining the purpose of the study was attached to the questionnaires. This self-administered method was preferred because the potential anonymity of the respondent can lead to more truthful or valid responses, it is inexpensive and allows the respondents to complete the questionnaire at a convenient time (Mugenda & Mugenda, 2003). Interviews and personal observation were used to triangulate the information for purposes of verification of responses from one type of instrument. The data collection exercise took approximately 10 days after which the data was entered into a Microsoft Excel database and cleaned to remove errors.

3.8 Data Analysis and Presentation

Quantitative data collected by use of closed ended questions in the questionnaire was edited and checked for completeness and comprehensibility; summarized; coded and tabulated. The study used descriptive statistics in the analysis of demographics characteristics of the respondents and regression analysis with the help of SPSS 22.0. Regression analysis was used to test the relationship between the dependent variable (women's participation in project management) and the independent variables (socio-cultural inhibitions, organisational complexities, and education and gender roles) (Chatterjee, 2006). A general linear model was used for regression as shown below:

$$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + \varepsilon$$

Y = Women Participation in project management

α = constant

b_{1-4} = Regression Coefficient

X_1 = Institution Environment

X_2 = Access to Education

X_3 = Gender Roles

X_4 = Socio-Cultural Inhibitions

ε = error term

The qualitative data was analyzed using descriptive statistics such as mean, standard deviation and percentages. Inferential statistics such as correlation was also used. The significance level was set at $p < 0.05$ for every statistical set. Content analysis was used to analyze open ended questions. Standard deviation was computed for each research question to test for consistency and the variability of responses across the study participants.

3.9 Ethical Issues

Obtaining a research permit from National Commission for Science, Technology and Innovation to carry out this research authenticated the study. The letter of transmittal was given to the respondents, seeking to explain what the study was about and assured them that the research was purely for academic purposes. Consent was sought before the exercise began and study observed confidentiality on the information shared by the respondents (i.e. names were not written on the questionnaires) and the information gathered was only be used for the purposes of this study. The personal right of choice to participation in this study was ensured by informing the respondents of their voluntary participation and to withdrawal from the study anytime they wish.

3.10 Operationalization of Variables

The variables for the study were divided into independent variables consisting of institution environment, access to education, gender roles and socio-cultural inhibitions and dependent variable (women participation in community project management in Kenya). Institutional environment was measured by organization structure, organization culture, hiring and selection and career promotion. Access to education was measured by

access to tertiary education, professional development and mentoring opportunities
Gender roles was measured by family responsibilities, home responsibilities and women values and priorities. Socio-cultural regulations was measured by socialization, patriarchal beliefs, cultural norms and practices; while women participation in community project management was measured by involvement in planning, organizing, staffing, coordinating and controlling, involvement in meetings and in the projects.

Table 3.2 Operationalization of variables

Objectives	Variable	Indicators	Measurement	Scale	Data collection Method	Data Analysis
1.To determine the influence of institutional factors on women participation in community-based organization projects in OIKalou constituency, Nyandarua county	Independent variable -Institutional environment	Number of women in management Organization Culture Number of women hired in a year Number of promotions a person has had	Career progression	Interval	Questionnaire	Mean, standard deviation, frequencies and percentage
2.To assess the influence of access to education on women participation in in community-based organization projects in OIKalou constituency, Nyandarua county	Independent variable - Education	Access to tertiary education Number of trainings a person has had Mentoring opportunities	Academic qualification	Ordinal	Questionnaire	Mean, standard deviation, frequencies and percentage
3.To examine the influence of gender roles on women participation in community-based organization projects in OIKalou constituency, Nyandarua county	Independent variable -Gender roles	Number of hours spent on family/home responsibilities Women values and priorities	Household responsibilities	Interval	Questionnaire	Mean, standard deviation, frequencies and percentage

4.To identify the influence of socio-cultural inhibitions on women participation in community-based organization projects in OlKalou constituency, Nyandarua county	Independent variable -Social cultural inhibitions	Number of women who believe in cultural norms and practices	Inhibitions	Interval	Questionnaire	Mean, standard deviation, frequencies and percentage
5. Women's participation in project management	Dependent variable -Involvement in planning, organizing, coordinating staffing and controlling	Number of meetings attended in a month Hours involved in the project	Inhibitions	Interval	Questionnaire	Mean, standard deviation, frequencies and percentage

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings and results of the study in the order of the research objectives. It begins by analyzing the demographic characteristics of the sample and then investigates the influence of institutional and personal factors on women participation in community project management in Kenya.

4.2 Questionnaire Return Rate

The questionnaire return rate for this study was 88% as shown on the 4.1

Table 4.1: Questionnaire Return Rate

Category	Frequency	Percentage
Returned	119	88
Not returned	17	12
Total	136	100

This table shows a total of 119 (88%) of the respondents responded to the questionnaires while only 17 (12%) did not respond. According to Mugenda and Mugenda (1999), a response rate of 70% is scientifically acceptable. Since this was a community-based survey involving respondents from the similar institutions, the 17 questionnaires not returned were those from respondents who opted to not to participate in the study.

4.3 Demographic characteristics of the respondents

The study on the influence of institutional and personal factors on women participation in community project management in Nyandarua County looked at the respondent's characteristics of age, sex, highest level of education, professional qualification, number of years in the organization, the position held, institutional environment, access to education, women roles and social cultural factors. These themes were discussed in the following sections.

4.3.1 Distribution of Respondents by Age

Table 4.2: Distribution of respondents by age

Category	Frequency	Percent
Below 25 years	7	6
26-35 years	31	26
36-45 years	65	55
45 years and above	16	13
Total	119	100

These results show that 65(55%) of the respondents belonged to the 36-45 years category, followed by 31(26%) by those between 26-35 years, then at 16(13%) by the above 45 years category, and the least represented category was below 25 years 7(6%).

4.3.2 Distribution of respondents by the highest level of education

Table 4.3: Distribution of respondents by level of education

Category	Frequency	Percent
None	0	0
Primary	18	15
Secondary	38	32
College/University	61	51
Post graduate	2	2
Total	119	100

These results show that 61(51%) of the respondents had completed college/university education, followed by 38(32%) completed secondary school, then 18(15%) completed primary school, and only 2(2%) had completed postgraduate level, whereas none of the respondents was reported not to have education at all.

4.3.3 Distribution of respondents by professional qualifications

The study sought to find out women's professional qualifications in order to assess their participation in community-based projects.

Table 4.4: Distribution of respondents by professional qualifications (n=63)

Category	Frequency	Percent
Accountants	3	5
Human Resources	2	3
Information Technologists	9	14
Nurses	11	17
Researchers	15	24
Program Assistants	23	37
Total	63	100

The results showed the majority of the women were 23(37%) were program assistants, 15(24%) were researchers, 11(17%) were nurses, 9(14%) were information technologists, 3(5%) were accountants and only 2(3%) were trained human resource persons.

4.3.4 Distribution of respondents by the years of service.

The study sought to find out the number of years the respondents had served in the community-based projects.

Table 4.5: Distribution of respondents by years of service

Category	Frequency	Percent
0-4 years	22	18
5-9 years	38	32
10-19 years	30	25
20 years and above	29	24
Total	119	100

The study results indicated that majority 38(32%) of the respondents had worked between 5-9 years, followed by 30(25%) had worked between 10-19 years, 29(24%) for more than 20 years and lastly, only 22(18%) had worked for less than 4 years.

4.3.5 Distribution of respondents by position held in the project.

The study sought to find out the position held in the project as shown in table 4.6

Table 4.6: Distribution of respondents by position held in the project

Category	Frequency	Percent
Chairperson	0	0
Vice-chairperson	1	1
Treasurer	1	1
Secretary	1	1
Committee member	116	97
Total	119	100

From the study, no chairperson was interviewed, but there was 1(1%) of the vice-chairperson, treasurer and secretary. Majority of the respondents 116(97%) were committee members.

4.4 Women's participation in project management

In most cases a typical woman has low status particularly lack of power to make decisions on matters affecting her life and those of her family. This culturally determined expectation and attitude towards the girl child influences less allocation of resources towards the girl as compared to the boys. Table 4.7 shows the responses.

Table 4.7: Women's participation in project management

Category	Frequency	Percent
Institutional environment	24	20
Access to education	20	17
Gender roles	39	33
Social cultural inhibitions	32	27
Women are actively involved in planning, organizing, coordinating staffing and controlling of project activities	4	3
Total	119	100

The study results show that 39(33%) of the respondents agree that gender roles is the most important factor influencing women's participation in CBO projects, followed by social cultural inhibitions 32(27%), then by institutional environment 24(20%), access to

education 20(17%), and lastly by women being actively involved in planning, organizing, coordinating, staffing and controlling of project activities 4(3%). The study further sought to rate the responses for each of the four factors that influence women's participation in community projects.

Table 4.8: Factors influencing women's participation in project management

Category	Strongly Agree	Agree	Total	Mean	SD
Institutional environment	52	9	61	23.8	25.9172
Access to education	13	3	16	15.7	33.0636
Gender roles	23	3	26	20.8	26.8645
Social cultural inhibitions	15	1	16	18.9	12.276
Total	103	16	119		

The study sought to find out if women are actively involved in planning, organizing, coordinating staffing and controlling of project activities in community projects. The results indicate that 61(51%) of the respondents said that institutional environment is the main factor in women participation, followed by gender roles 26(22%), and access to education and social cultural inhibitions tied at 16(13%).

4.5 Influence of institutional environment on women participation in community-based projects

The factors that influence women's participation in project planning and implementation by many government and nongovernmental development projects and programs put much emphasis on community involvement in development processes. The study sought to find out the how the institutional environment influences this participation as shown in table 4.9.

Table 4.9 Institutional environment in project management

Category	Frequency	Percent
Yes	97	82
No	8	7
Don't Know	14	12
Total	119	100

When asked whether there was a committee assigned to the current project, 97(82%) of the respondents knew, 14(12%) did not know, while 8(7%) said there wasn't. The respondents were asked about the gender composition in the project, the results indicated that 78(66%) were men and only 41(34%) were women. Further, when asked if gender composition of a CBO project committee affects the participation of women in CBO projects, 92(77%) responded affirmatively while only 30(23%) responded to the contrary.

4.6 Influence of access to education on women participation in community-based projects

Educating girls is a powerful tool for their empowerment as well as for reducing poverty. Girls who are educated are more likely to marry later and have smaller, healthier families. Education helps girls to know their rights and claim them for themselves and their facilities. The study results are as shown in table 4.10

Table 4.10: Access to education and women participation in community-based projects

Category		Access to education and its influence		Total	Mean	SD
		Yes	No			
Access to education	Yes	111	4	115	10.000	9.000
	No	3	1	4	2.500	1.500
Total		114	5	119	12.500	10.500

From this study, 115(97%) of the respondents reported that women's access to education greatly influences their participation in project management, while only 4(3%) reported

women's access to education does not influence their participation. These responses further indicate a higher mean of 10.000 and a standard deviation of 9.000 against those who disagreed that women's access to education influences their participation in project management, with a mean of 2.500 and a standard deviation of 1.500.

4.7 Influence of gender roles on women's participation in project management

In most countries, women are perceived to have 'primary' responsibilities as wives and mothers. But in many cases, either as a result of a preference for personal development, or out of sheer economic necessity, women also go out to work in the employment market. Table 4.11 shows the study results.

Table 4.11: Women roles and women participation in community-based projects.

Category	Agree	Uncertain	Disagree	Total	Mean	SD
16. Extensive family responsibilities activities affect women's career achievements	101	8	10	119	36.5523667	53.1256
17. Unequal sharing of family responsibilities continues to determine women career advancement.	118	0	1	119	39.6666667	67.8405
18. Gender composition of a CBO project committee influence the participation of women	106	4	9	119	37.3566000	57.5007
19. Women in this community have interest in participating in CBO projects	65	6	48	119	29.6666667	30.3699

From this study, 101(85%) of the respondents agreed that Extensive family responsibilities activities affect women’s career achievements, while only 10(8%) were of a different opinion. On unequal sharing of family responsibilities continues to determine women career advancement, 118 (99%) agreed that this a key factor while only 1(1%) had a different view. On gender composition, 106(89%) of the respondents said it greatly influences women participation, 4(3%) were uncertain and 9(8%) disagreed with this factor. When asked if women in this community have interest in participating in CBO projects, 65(55%) of the respondents agreed, 6(5%) were uncertain, while 48(40%) disagreed. This indicates that more effort should be put in place to ensure that women are actively involved in CBO projects. From this analysis, a higher mean response rate of 39.67 and a standard deviation of 67.84 shows that the respondents agree that unequal sharing of family responsibilities continues to determine women carrier advancement hence influences their involvement in CBO projects compared to a standard deviation of 30.37 on women in this community who have interest in participating in CBO projects.

4.8 Influence of social cultural regulations on women’s participation in project management

In the eyes of parents, the social expectation of females is less than that of males. The socialization process of a girl at home may interfere with her future achievement rather than enforce it. Table 4.12 shows the responses.

Table 4.12: Social cultural inhibitions and women participation in community-based projects.

Category	Strongly Agree	Agree	Total	Mean	SD
Yes	96	14	110	55	57.9828
No	6	1	7	3.5	3.53553
Don't know	1	1	2	1	0
Total	103	16	119	59.5	61.5183

Respondents were asked their opinion on social cultural factors and if they influence women’s participation in CBO project. 110(92%) said there was, 7(6%) said there wasn’t; while only 2(2%) said they did not know. On the level of influence on women’s

participation, all the respondents concurred; though at varying degrees that support from the society was key to their active participation. Further, a higher mean of 55 and a standard deviation of 57.98 showed that the respondents agree that social cultural factors affect women’s participation, compared to those who disagreed at with a mean of 3.50 and a standard deviation of 0.

4.9 Logistic Regression Analysis

The study sought to find out the relationship between the independent variables and the dependent variable. This method of analyses was applied because there are four independent variables that determine an outcome in the dependents variable as shown in table 4.13.

Table 4.13: Logistic Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	0.781	0.516		1.880	.0102
Institutional environment	.271	.013	.0309	1.146	.0265
Access to education	-.451	.0240	-.0401	-1.816	.0061
Gender roles	.055	.0331	.059	.274	.0179
Social cultural inhibitions	.062	.0254	.070	.228	.0084

Table 4.12 indicates that there was a highly significant relationship (p value = $0.0265 < 0.05$) between institutional environment and women’s participation in CBO projects. There was a significant relationship (p value = $0.0061 < 0.05$) between women’s access to education allocation and women’s participation in CBO projects. Further, there was a significant relationship (p value = $0.0179 < 0.05$) between gender roles and women’s participation in CBO projects. Lastly, there was a significant relationship (p value = $0.0084 < 0.05$) between social cultural inhibitions and women’s participation in CBO projects.

From the above results, it is clear that the four factors: institutional environment, access to education, gender roles and social cultural inhibitions are key to women's participation in CBO projects. This is well deduced from the Gender and development theory on which this study is grounded. Improving the status of women is no longer seen as just a women's issue but as a goal that requires the active participation of men and women. There is growing consensus that sustainable development requires an understanding of women's roles and responsibilities within the community and their relationship to each other. The feminist perspective, looks at the many similarities between the genders, concludes that women and men have equal potential for individual development. Therefore, the significant relationships indicate that the institutional environment, access to education, women roles and social cultural inhibitions influence women participation in project management.

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings of the research, discusses the results, draws conclusions and makes recommendations.

5.2 Summary of Findings

The summary of findings is presented based on the four objectives of the study. On objective one which was to determine the influence of institutional environment on women participation in community based organization projects in Olkalou constituency, Nyandarua County, the respondents indicated that indeed there were project committees which were majorly composed of men. When asked whether there was a committee assigned to the current project, 97(82%) of the respondents knew, 14(12%) did not know, while 8(7%) said there wasn't. The respondents were asked about the gender composition in the project, the results indicated that 78(66%) were men and only 41(34%) were women. Further, when asked if gender composition of a CBO project committee affects the participation of women in CBO projects, 92(77%) responded affirmatively while only 30(23%) responded to the contrary. The logistic regression also indicate that there is a highly significant relationship (p value =0.0265< 0.05) between institutional environment and women's participation in CBO projects.

On access to education, 115(97%) of the respondents reported that women's access to education greatly influences their participation in project management, while only 4(3%) reported women's access to education does not influence their participation. These responses further indicate a higher mean of 10.000 and a standard deviation of 9.000 against those who disagreed that women's access to education influences their participation in project management, with a mean of 2.500 and a standard deviation of 1.500. The regression analysis also indicate that there is a significant relationship (p value =0.0061< 0.05) between women's access to education allocation and women's participation in CBO projects. Educating girls is a powerful tool for their empowerment as well as for reducing poverty. Girls who are educated are more likely to marry later and

have smaller, healthier families. Education helps girls to know their rights and claim them for themselves and their families.

On the influence of women roles, 101(85%) of the respondents agreed that Extensive family responsibilities activities affect women's career achievements, while only 10(8%) were of a different opinion. On whether unequal sharing of family responsibilities continues to determine women carrier advancement, 118 (99%) agreed that this a key factor while only 1(1%) had a different view. On gender composition, 106(89%) of the respondents said it greatly affects women participation, 4(3%) were uncertain and 9(8%) disagreed with this factor. When asked if women in this community have interest in participating in CBO projects, 65(55%) of the respondents agreed, 6(5%) were uncertain, while 48(40%) disagreed. This indicates that more effort should be put in place to ensure that women are actively involved in CBO projects. From this analysis, a higher mean response rate of 39.67 and a standard deviation of 67.84 shows that the respondents agree that unequal sharing of family responsibilities continues to determine women carrier advancement hence influences their involvement in CBO projects compared to a standard deviation of 30.37 of women in this community who have interest in participating in CBO projects. The logistic regression analysis also indicate that there is a significant relationship (p value =0.0179< 0.05) between gender roles and women's participation in CBO projects. In most countries, women are perceived to have 'primary' responsibilities as wives and mothers. But in many cases, either as a result of a preference for personal development, or out of sheer economic necessity, women also go out to work in the employment market

On the influence of Social-cultural inhibitions on women participation in community based projects, respondents were asked their opinion on social cultural factors and if they influence women's participation in CBO project. 110(92%) said there was, 7(6%) said there wasn't; while only 2(2%) said they did not know. On the level of influence on women's participation, all the respondents concurred; though at varying degrees that support from the society was key to their active participation. Further, a higher mean of 55 and a standard deviation of 57.98 showed that the respondents agree that social cultural factors affect women's participation, compared to those who disagreed with a

mean of 3.50 and a standard deviation of 0. The logistic regression analysis also indicates that there is a significant relationship (p value = 0.0084 < 0.05) between social cultural inhibitions and women's participation in CBO projects. In the eyes of parents, the social expectation of females is less than that of males. The socialization process of a girl at home may interfere with her future achievement rather than enforce it.

In most cases a typical woman has low status particularly lack of power to make decisions on matters affecting her life and those of her family. This culturally determined expectation and attitude towards the girl child influences less allocation of resources towards the girl as compared to the boys. The study results show that 39(33%) of the respondents agree that gender roles is the most important factor influencing women's participation in CBO projects, followed by social cultural inhibitions 32(27%), then by institutional environment 24(20%), access to education 20(17%), and lastly by Women being actively involved in planning, organizing, coordinating staffing and controlling of project activities 4(3%).

5.3 Discussions

Effective management of projects involve as much as possible clearly spelling out project objectives, sound planning, effective information flows, clear definition of responsibilities, project selection and the project's location and implementation (Smith, 2002). It also involves clear definition of the project scope and knowledge of factors that can affect the project scope, the conditions for the attainment of good results, clear definition of project requirements in terms of resources, time scale, technical approach and the required technology (Berkun, 2005). As a result, for a project to be successful, a multifunctional, fairly independent, and temporary project team must be formed. Project teams should be diverse to ensure that they are successful since each person participating in the project brings along different skill types. Part of the critical aspect of team diversity includes gender equality (Legault, 2004).

The factors that affect women's participation in project planning and implementation by many government and nongovernmental development projects and programs put much emphasis on community involvement in development processes. When asked whether

there was a committee assigned to the current project, 97(82%) of the respondents knew, 14(12%) did not know, while 8(7%) said there wasn't. The respondents were asked about the gender composition in the project, the results indicated that 78(66%) were men and only 41(34%) were women. Further, when asked if gender composition of a CBO project committee affects the participation of women in CBO projects, 92(77%) responded affirmatively while only 30(23%) responded to the contrary.

This study's results are backed-up by a study by Mohamed (2005); it stated that the negative stereotypes of women in organizations are common and have become a major barrier to their progression. Some persistent stereotypical and inaccurate views held by gate-keepers about females are their perceived inability to manage, supervise, criticize constructively, manage finances, and function in a political frame (Mohamed, 2005). Oakley (2000) reported that boards and other administrators believe that females are malleable. The authors described malleable personalities as referring to perception of women managers as easy to direct just because they are female. If women turn out not to be malleable, the reaction is much more negative for women than for men. Craig (2000) argues that many "bad stereotypes towards women" have kept women away from entering the project management field.

Job recruitment and hiring practices used by employers often result in females being placed in jobs that have short or nonexistent job ladders. This is an important barrier limiting females' participation beyond low-paying jobs. Such practices, in conjunction with the difficulty of changing career paths once employed in an organization, perpetuate the existence of female job ghettos that are low-paying and cut off from mobility channels (Hauschildt, 2000). Zahidi and Ibarra (2010) concluded that employers use recruitment and hiring methods that have worked well in the past because they help to avoid costly hires of unsatisfactory workers. Hiring practices in entry level jobs determine access to ladders. Statistical discrimination as this is formally called, is based on stereotypes about appropriate work roles for females and males, which the public, employers, and most females readily accept (Mohamed, 2005).

Girls who are educated are more likely to marry later and have smaller, healthier families. Education helps girls to know their rights and claim them for themselves and their facilities. From this study, 115(97%) of the respondents reported that women's access to education greatly influences their participation in project management, while only 4(3%) reported women's access to education does not influence their participation. These responses further indicate a higher mean of 10.000 and a standard deviation of 9.000 against those who disagreed that women's access to education influences their participation in project management, with a mean of 2.500 and a standard deviation of 1.500.

These results mirror an International Labor Organization report (2000) report which drew attention to implications of government's reductions on educational budgets which have resulted in fewer girls and women attending classes and higher dropout rates for girls. Structural adjustment and economic restructuring programmes reduced educational and work opportunities for women. This had implications for women's opportunities to accede to management-level posts, given the importance of education in helping to create a new concept of power, less stereotyped, less focalized on hierarchical aspects and more open to women.

In a study carried out by Kamau (2006), women interviewed attribute limited access to studies as a main hindrance to their career advancement in universities, yet without a doctorate there is no hope of rising to seniority in the universities. Obtaining a doctorate for women in Kenya is usually much more challenging than it is for men especially because the country does not have very well established doctorate programmes; they are also in limited fields. The best option is to study abroad which is a major challenge to women given their social roles as wives and mothers. The only option is for women to study locally, which presents a new challenge of combining career, family and studies as negotiating for a study leave is not easy. Funding for doctoral studies is one issue that has discouraged many women, as funds are not easy to access. In a study Odhiambo (2006) observes that in Nyanza province out of the top a hundred students in the year 2005 Kenya certificate of primary education (KCPE) results only one was a girl. This kind of

imbalance in primary education results to imbalance in advanced education, which consequently results, to imbalance in appointments.

Women need to actively seek out networks with men and other women to gain visibility, information, advice and receive moral support as they pursue their careers (Searby & Tripses, 2006). Mentoring when it does happen is one way to break down the barriers that women face, but it is not such a simple matter (Grant, 2012). Another way of overcoming barriers is through networking. Networks provide a widening circle of personal and professional references that can assist in the promotion of women as candidates for positions. Networks can provide information through newsletters or word of mouth on systems that have job openings and contacts, offer advice on benefits of positions, salary, history and background of school boards (Helfat, Harris & Wolfson, 2006).

In most countries, women are perceived to have 'primary' responsibilities as wives and mothers. But in many cases, either as a result of a preference for personal development, or out of sheer economic necessity, women also go out to work in the employment market. From this study, 101(85%) of the respondents agreed that Extensive family responsibilities activities affect women's career achievements, while only 10(8%) were of a different opinion. On unequal sharing of family responsibilities continues to determine women carrier advancement, 118 (99%) agreed that this a key factor while only 1(1%) had a different view. On gender composition, 106(89%) of the respondents said it greatly affects women participation, 4(3%) were uncertain and 9(8%) disagreed with this factor. When asked if women in this community have interest in participating in CBO projects, 65(55%) of the respondents agreed, 6(5%) were uncertain, while 48(40%) disagreed. This indicates that more effort should be put in place to ensure that women are actively involved in CBO projects. From this analysis, a higher mean response rate of 39.67 and a standard deviation of 67.84 shows that the respondents agree that unequal sharing of family responsibilities continues to determine women carrier advancement influences their involvement in CBO projects compared to a standard deviation of 30.37 on women in this community have interest in participating in CBO projects.

These findings are supported by a study by Grant and Simmons (2008), a direct impediment for females in attaining administrative positions is the reality based factor of family responsibility. It was frequently observed that extensive family responsibilities especially those involving marriage, childcare and household activities can affect females' career achievements (Kamau, 2004). The traditional expectations of women's major roles in life are those of wife, mother and homemakers. Women workers still tend more than men to bear the main burden of family responsibilities as well as paid and unpaid work; these double work burdens/ hampers their upward movement to management positions (Moreau, Osdood & Hals, 2007). Women's career motivation tends to have declined in relation to their experience, as the salience of family issues becomes more significant and as they realize the inherent difficulties of combining work and family life. As such, they are not likely to remain in site-based roles and reach high profile project management positions (Dainty et al. 2000).

In his study Powell (2000) states that societal expectations of women are greater interims-of family responsibilities; such as care for elderly, children and husband. She has to exclusively participate fully in funeral/mourning and no one raises eyebrows if a male/ who is also a manager just stays an hour and leaves the mourning house or does not attend a funeral because of "meetings". They also note that, it is in the family realm that women pay the highest price. Furthermore, multiple roles of women in the family, society, (traditional norms) and in the work place pose a double or multiple burden which hinders their career progress and advancement to managerial positions (Sadeghifar, 2003).. She also realizes that if the mother is a manager beside her managerial tasks she will be required to take care of her children, like taking them to hospital when they are ill, going market to purchase goods for them and staying at home when the caregiver leaves in order to satisfy families need.

In most cases a typical woman has low status particularly lack of power to make decisions on matters affecting her life and those of her family. This culturally determined expectation and attitude towards the girl child influences less allocation of resources towards the girl as compared to the boys. The study results show that 39(33%) of the respondents agree that gender roles is the most important factor influencing women's

participation in CBO projects, followed by social cultural inhibitions 32(27%), then by institutional environment 24(20%), access to education 20(17%), and lastly by Women are actively involved in planning, organizing, coordinating staffing and controlling of project activities 4(3%).

These findings are collaborated by a study Powell (2000) on socialization and gender stereotyping have also been regarded as additional internal barriers faced by women. Women are limited by social expectations, parental guidance and self-aspiration. Men are more often socialized to persevere and seek professional success while women are socialized to nurture and support others as they assume the traditional role of mother and caretaker of the home (Sadeghifar, 2003).The socialization process of females perpetuates notions of the inferiority of the female gender. Women have typically been perceived as being weak and generally not robust enough for the difficult, intensely political nature of educational administration (Virginia, 2007).

Patriarchy has been defined as a system of social structures and practices in which males' dominant oppress and exploits females (Mohamed, 2005). In the same way, the patriarchal oppression and the mobilization of bias effectively silences women's demands to leadership. In addition, endocentric patriarchal ideology denies the women leaders and neglects their placement in ranking positions (Clarke & Wall, 2014).

Culturally, the society is patriarchal. It portrays women as inferior to men and the division of labor is stereotypical. Women who do not perform domestic roles are viewed as deviants making it difficult to assert themselves when it comes to seeking positions outside the home (Virginia, 2007). In addition, women carry out almost all the reproductive roles of the households as well as many of the productive roles which are usually voluntary and unpaid. In many cases, this is used as one of the reasons to justify that women do not have the time to participate in managerial positions (Annis, 2008).

5.4 Conclusions

This study concludes that the factors influencing the participation of women in CBO projects are vital and cannot be ignored during the socialization process of females which perpetuates notions of the inferiority of the female gender that have kept women away from entering the project management field.

The study also found that utilization of findings on training and women empowerment need to be used for documenting and advising on areas of improvement. Training and experience are fundamental factors in the production of results that foster the active participation of women in project management. Women in leadership, especially at the community level being a new professional field, training is paramount in building an effective human resource capacity both in quality and quantity. Numerous training manuals, handbooks and toolkits have been developed for project management staff in order to provide them with practical tools that will strengthen awareness and involvement of women. They also inform on new innovations and methodologies which states that the poor acquisition of the appropriate systems by CBOs could be attributed to their lack of emphasis on men supporting women to take up leadership roles instead of the traditional household chores which are never paid for.

Women's access to education greatly influences their participation in project management, girls who are educated are more likely to marry later and have smaller, healthier families. Education helps girls to know their rights and claim them for themselves and their facilities. In this regard, it is important the society embarks on educating girls, especially in situations where education is not free and has to be paid for. CBOs and project managers should consider mentorship to break down the barriers that women face. Another way of overcoming barriers is through networking, which provide a widening circle of personal and professional references that can assist in the promotion of women as candidates for positions. Networks can provide information through newsletters or word of mouth on systems that have job openings and contacts, offer advice on benefits of positions and salary. Women need to actively seek out networks with men and other women to gain visibility, information, advice and receive moral support as they pursue their careers.

On gender roles, project managers should reiterate that the woman not only must effectively juggle all of her tasks but she must also contend with the bulk of male educational executives who erroneously believe that not only she is unable to manage the balancing act but that it is inappropriate for her to attempt it. The structures of governance or the top management therefore should ensure that the project staffs carry out the job effectively. The process as well ought to provide useful information for decision-making to all levels of the management, especially in favor of qualified women who are sometimes seen as a control by the bureaucratic management or a donor requirement. Family and home responsibilities place bound circumstances, moves with spouses, or misalignment of personal and organizational goals were early contributors to women's lack of administrative success, either because the demands of family on women aspirants restricted them or because those who hired believed that women would be hindered by family commitments; hence male involvement is key to uplifting the standards of women in project management.

Lastly, on social cultural inhibitions, patriarchy has been defined as a system of social structures and practices in which males' dominant oppress and exploits females. Endocentric patriarchal ideology denies the women leaders and neglects their placement in ranking positions this was contrary to the clearly set out guidelines and emphasis on participatory of the projects. The CBO projects are funded subject to demonstration of a clearly outlined framework in the proposed projects without the community participation which make the projects deficient of addressing the community priority needs, especially those of women and girls. Keeping the community out of women participation raises serious questions of integrity, transparency and accountability in the projects on the side of the implementing agencies.

5.5 Recommendations

The research reported that women participation in community projects is fundamental in establishing and maintaining gender equity, equality and accountability in the projects on the side of the implementing agencies. The study established that implementing agencies use collected project reports to report progress to the donors and funders which provide

lessons from previous projects which leads to ownership by the staff, stakeholders and the top management which leads to project sustainability.

The study also suggests there is a need for:

- i. Access to education and professional training to the women to build their capacity to participate actively in the implementation of CBO projects. This is critical to ensure clear understanding of project requirements, especially in women's contributions.
- ii. Follow up to ensure that financed projects address community priority needs and that sufficient community participation by women to ensure project ownership, sustainability and success. The beneficiaries must demand inclusion in all project activities and participation in drafting progress reports to funders and sponsors in order to understand their level of involvement.
- iii. An independent body to be set up by donors to be charged with compliance audit of all the activities as outlined in their guidelines specifically on gender composition.
- iv. CBOs to request for human resource documents to foster equal representation in accordance with the new constitution on 2/3 rule.

5.6 Suggestions for Further Research

There are other factors that may influence the participation of women in CBO projects that need further investigations. This study suggests the following research priorities:

- i. Improving women capacity and performance by identifying effective methods for training, supporting and supervising women in development projects,
- ii. Identifying and evaluating strategies to strengthen the links between CBO and public/government collaboration; given the number of competing public priorities facing communities; more so women and girls in the identification, prioritization and implementation of these projects.

5.7 Contribution to the body of knowledge

No.	Objective	Contribution
1	To determine the influence of institutional factors on women participation in community-based organization projects.	Involvement of women in planning and implementation alone is not helpful unless they as individuals and as a community understand the need and will to utilize the skills acquired in real life experiences to address their needs as a special group in the society. The presence of many projects without support from men may not be productive. Their dedication and motivation in projects is the most significant factor affecting the quality and the usefulness of their participation.
2	To assess the influence of access to education on women participation in in community-based organization projects.	Project activities are used to decide how to fund and allocate or reallocate program resources to best achieve program research, for the intended beneficiaries. Hence, educating women alone is not sufficient in the allocation of funds, without involving them in project prioritization.
3	To examine the influence of gender roles on women participation in community-based organization projects.	Engaging women in discussions about the what, how, and why, of program activities is often empowering for them, promotes inclusions and facilities meaningful participation. This involvement must be brought in at the early stages in their socialization to include the support of high-profile champions and attract male agents interested in supporting meaningful participation.

- 4 To identify the influence of socio-cultural inhibitions on women participation in community-based organization projects.
- Factors contributing to quality and effective women participation include commitment of top political leadership, an enabling governance environment supporting accountability and transparency in development projects. For a CBO project to be successful, social-cultural factors that limit women participation must be addressed during policy formulation, and have them empower them to demand for their rights.
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APPENDIX I: LETTER OF TRANSMITTAL

ANNE WANJIKU WAITITU

PO BOX 26471 - 00100

NAIROBI

Telephone: 0727419910

September 25, 2016

Dear Sir/Madam,

I am Anne Wanjiku Waititu, an M.A (Project Planning and Management) student from the University of Nairobi registration number L50/71437/2014. I am conducting a study to investigate the influence of institutional and personal factors on women participation in CBO projects in Ol Kalou constituency, Nyandarua county.

I will be grateful if you could spare sometime from your busy schedule and fill in the questionnaire. All the information provided will be purely used for academic purposes and your identity will be treated with utmost confidentiality.

Thank you.

Yours sincerely,

Waititu, Anne Wanjiku

APPENDIX II: QUESTIONNAIRE FOR WOMEN IN CBO MANAGEMENT COMMITTEE

PERSONAL AND INSTITUTIONAL FACTORS INFLUENCING WOMEN PARTICIPATION IN PROJECT MANAGEMENT QUESTIONNAIRE

Please answer the following questions by providing the appropriate responses.

Section 1: Demographic Factors

1. Please indicate your gender.
a) Male b) Female
2. What is your age?
a) Below 25 years b) 26-35 years c) 36-45 years d) 45 years and above
3. What is the highest level of education you have completed?
a) None b) Primary c) Secondary d) College/University e) Post graduate
4. Please state your professional qualifications?

-
5. How many years have you served in these projects?
a) 0-4 years b) 5-9 years c) 10-19 years d) 20 years and above
 6. What is your position in the project?
a) Chairperson b) Vice-chairperson c) Treasurer d) Secretary e) Committee member

Section 2: Institutional environment

7. Is there a project management committee for this specific project?
a) Yes b) No c) Don't Know
8. If yes, how many members sit in the committee?
9. How many are women?
a) 1-3 b) 4-7 c) More than 8

10. Gender composition of a CBO project committee affects the participation of women in CBO projects?

- a) Positively b) Negatively c) Not sure

11. To what extent do women in project committee participate in project planning, organizing, coordination, staffing and controlling decisions?

- a) High b) Moderate c) Low d) None at all

Section 3: Access to education

To what extent do you think women’s access influences their participation in project management? Please rank between; 1-5 (where 1= strongly disagree; 2=disagree; 3=Uncertain; 4=agree; 5=strongly agree).

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
12. access to tertiary education influences women’s participation in project management					
13. Access to professional development influences women’s participation in project management					
14. Access to mentoring opportunities					
15. People from the community participate in the selection projects					

Section 4: Women Roles

To what extent do you think these women roles influence their participation in project management? Please rank between; 1-5 (where 1= strongly disagree; 2=disagree; 3=Uncertain; 4=agree; 5=strongly agree).).

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
16. Extensive family responsibilities activities affect women’s career achievements					
17. Unequal sharing of family responsibilities continues to determine women carrier advancement.					
18. Gender composition of a CBO project committee affect the participation of women					
19. Women in this community have interest in participating in CBO projects					

Section 5: Social Cultural Inhibitions

To what extent do you think social cultural roles are key factors that influence women’s participation in project management? Please rank between; 1-5 (where 1= strongly disagree; 2=disagree; 3=Uncertain; 4=agree; 5=strongly agree).

Category	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
20. Women’s failure to aspire to the higher position might be a result of their experiences working with male colleagues, whose leadership behaviors may not be compatible with women’s preferred ways of leading					

21. Women are perceived to be unable to manage, supervise, criticize constructively, manage finances, and function in a political frame within the project					
22. Women are perceived to have 'primary' responsibilities as wives, mothers and homemakers.					
23. Women are mostly assigned manual roles					
24. Women are mostly assigned supervisory roles					
25. Women are mostly assigned supportive roles					

26. Do you believe social cultural inhibitions affect women's participation in community-based projects?

- a) Yes b) No

27. Social cultural inhibitions greatly influence women's participation in community-based projects.

- a) Strongly Agree b) Agree c) Disagree

Section 6: Women's participation

To what extent do you think the following are key factors that influence women's participation in project management? Please rank between: 1-5; ((where 1= strongly disagree; 2=disagree; 3=Uncertain; 4=agree; 5=strongly agree).

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
28. Institutional environment					
29. Access to education					

30. Gender roles					
31. Social cultural inhibitions					
32. Women are actively involved in planning, organizing, coordinating staffing and controlling of project activities					

33. Please state the number of meetings attended in a month _____

34. How many hours are women involved in project work? _____

Thank you for your participation

APPENDIX III: DATA COLLECTION LETTER FROM THE UNIVERSITY



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
NAIROBI EXTRA-MURAL CENTRE

Your Ref:

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
NAIROBI

Our Ref:

Telephone: 318262 Ext. 120

27th October, 2016

REF: UON/CEES/NEMC/24/345

TO WHOM IT MAY CONCERN

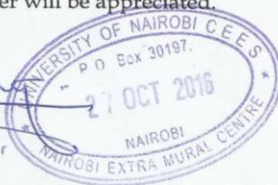
RE: ANNE WANJIKU WAITITU - REG NO L50 /71437/2014

This is to confirm that the above named is a student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra- Mural Studies pursuing Master of Arts in Project Planning and Management.

She is proceeding for research entitled "Influence of Institutional and personal Factors on Women Participation in Community Project Management in Kenya. A Case of Community -Based Projects in Ol Kalou Constituency. Nyandarua County

Any assistance given to her will be appreciated.

CAREN AWILLY
CENTRE ORGANIZER
NAIROBI EXTRA MURAL CENTRE



APPENDIX IV: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/92141/14569**

Date:

11th November, 2016

Ann Wanjiku Waititu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Institutional and personal factors influencing women participation in community project management: The case of community based projects in Olkalou Constituency, Nyandarua County,”* I am pleased to inform you that you have been authorized to undertake research in **Nyandarua County** for the period ending **11th November, 2017**.

You are advised to report to the **County Commissioner and the County Director of Education, Nyandarua County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyandarua County.

The County Director of Education
Nyandarua County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified