

**DETERMINANTS OF COMMUNITY PARTICIPATION IN THE IMPLEMENTATION
OF WARD-BASED FUND PROJECTS IN MARALAL TOWN WARD**

FRANCIS KAHIGA WAHOME



**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN PUBLIC
ADMINISTRATION AND MANAGEMENT OF**

MOUNT KENYA UNIVERSITY

MAY, 2024

DECLARATION AND APPROVAL

DECLARATION

This Research project is my original work and has not been submitted for the award of a degree in any other University or Institution of higher learning.

Signature: 

Date: 20/05/2024

Francis Kahiga Wahome

MPAM 2020/64201

Approval

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

Signature: 

Date: 20/05/2024

Dr. Charles Nyamwaya

Mount Kenya University

School of Social Studies

DEDICATION

This research project is dedicated to my family wife Mercy, to my lovely children, Angel, Jayden and Candice,thankyou for your immense support.



ACKNOWLEDGEMENT

I wish to express my sincere thanks to all those who have given me assistance, encouragement and educational insights as I start this research work. Above all, I wish to thank the Almighty God, for giving me a good health, life and even strength to go through this study. My utmost sincere thanks go to my supervisor Dr.Nyamwaya for supporting, directing and even guiding me through this study. I believe that this work is worthy of all the confidence that everyone who will assist me.



ABSTRACT

Community development initiatives have emerged as a crucial element in transforming the lives of local residents. Numerous projects have been implemented within communities with the aim of enhancing their quality of life. Governments and Non-Governmental Organizations have played a significant role in launching these projects, primarily focusing on reducing poverty and enhancing overall well-being in the region. This study sought to examine the community participation determinants and implementation of ward-based fund projects in Maralal town ward. Specifically the study aimed to examine the influence to team leadership styles on community participation in implementation of Ward-Based Fund Projects, Influence of culture on community participation in implementation of Ward-Based Fund Projects, and influence of level of education on community participation in implementation of Ward-Based Fund Projects in Marala town ward. The study used descriptive research design and targeted a population of 17,400 who were the registered voters in the ward. From this population a sample of 202 respondents was picked using stratified sampling technique and proportionate random sampling technique. Data collected was analyzed using Pearson's product moment correlation technique and SPSS V. 26. The findings of this study were presented using tables and figures. From the findings it was established that Community Participation in Project Implementation without the influence of the predictor variables was 1.082. The results also illustrated that, a unit change in team leadership styles would result to 0.314 times change in Community Participation in Project Implementation, a unit increase in cultural beliefs would result to 0.159 times increase in Community Participation in Project Implementation and a unit increase in level of education would result to 0.225 times increase in Community Participation in Project Implementation. The study recommends that Policymakers should invest in leadership training programs that emphasize inclusive and adaptive leadership styles. Training should focus on equipping leaders with skills to engage diverse community members, foster open communication, and empower individuals at all education levels to actively participate in project implementation. Recognizing the significant influence of cultural beliefs on community participation, policymakers should incorporate cultural sensitivity into project design. Cultural awareness training for project planners and leaders can enhance their ability to align projects with community values, fostering greater acceptance and engagement. To leverage the positive correlation between education levels and community participation, policymakers should prioritize efforts to improve access to education. Initiatives could include adult education programs, awareness campaigns, and strategies to address barriers to education. Educated individuals are more likely to contribute actively to community projects

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LIST OF ABBREVIATIONS AND ACRONYMS

CIDP:	County Integrated Development Plan
CRC:	Covenant on the Rights of the Child
DEP:	Depreciation and Amortization Expense
ICCPR:	International Covenant on Economic, Social and Cultural Rights
MCA:	Member of County Assembly
WDT:	Ward Development Fund
SPSS:	Statistical Package for the Social Sciences



CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Community participation, also known as citizen or public participation, exhibits variability in its application and definition. These definitions encompass a spectrum from passive engagement, where individuals receive benefits from programs, to active and conscious involvement in decision-making concerning programs and their associated activities. Wasilwa (2015) posited that community participation entails the process in which citizens respond to public concerns and assume responsibility for effecting changes in their community. Brager, Specht, and Torczyner (1987) conceptualized participation as a method for educating citizens and enhancing their competence, viewing it as a conduit for the transfer of political power. Another perspective on community and public participation emphasizes citizens' involvement in the identification of local priorities, policies, and programs necessitating resource allocation (Ali, 2018).

The concept of community participation has consistently garnered attention within the realm of development. In the 1960s and 1970s, it emerged as a pivotal element in development projects, underscoring sustainability and equity. In the context of development, community participation signifies a process in which beneficiaries actively shape the implementation of projects, rather than passively receiving project benefits (Wasilwa, 2015). Chambers' seminal work on community participation in 1983 contributed to the integration of participation as a mechanism for empowerment and a means for those in positions of power to exert control over decision-making processes (Chambers, 1983).

1.1.1 Global Perspective of Community Participation

Globally, Several international legal instruments have acknowledged the entitlement of community members to engage in governance. For instance, the Universal Declaration on Human Rights stipulates that every person possesses the right to participate in their country's governance, whether through direct or indirect means. Likewise, global agreements such as the International Covenant on Civil, Social and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), the African Charter on Human and Peoples' Rights (Banjul Charter), and the Covenant on the Rights of the Child (CRC) have all underscored the significance of community participation (Bosire and Gikonyo, 2015). Furthermore, the Economic and Social Council (ESC) has acknowledged that programs lacking active involvement from affected individuals are unlikely to achieve success (ESRC, 2017).

In the United Kingdom, citizen involvement in devolution became significant in the 1970s, with various initiatives aiming to give communities control over their development agendas to enhance public service delivery. The funds allocated by county government administration units were spent with legislative approval, contrary to the desires of the public who wished to be involved in decision-making processes, as they could engage with government agencies and politicians (Alexandra et al., 2018).

In developed democracies like Canada, public participation is a prominent feature of political life and government agendas. Public policy in Canada, both in the 1970s and today, has been characterized by active public involvement. There are numerous examples of public participation, such as the establishment of the Canadian Centre for Foreign Policy and Development in 1996 to shape Canadian foreign policy. In 1997, the Canadian government engaged civil society in conferences in Ottawa and Geneva to secure a global

ban on landmines, and a poverty eradication program was adopted as a means to strengthen the relationship between civil society and the state (Aminuzzaman, 2018).

In Germany, legislative agendas are influenced by various sources, including interest groups, court rulings, governmental programs, associations of trade industries, and public discussions in the mass media. Specialized departments in government ministries monitor and receive potential legislative issues, inviting interest groups to share information and views during prior consultations. These interest groups do not act autonomously on behalf of individuals, but rather represent social groups. Prior consultations contribute to the efficiency of lawmaking, although there may be provisions that are not feasible during implementation. In South Africa, relevant committees discuss bills clause by clause (Webler et al., 2017).

Implementing the concept of community participation in Asia and sub-Saharan Africa poses challenges due to traditional community readiness to take on such responsibility. According to Thomas and Thomas (2015), development programs are more likely to succeed if a well-planned strategy for enhancing participation is incorporated into the program planning. This strategy enables communities to effectively engage in participatory development, facilitating their sustainable management and care for community development projects, thus appreciating the efforts invested in community development work.

1.1.2 Regional Perspective of Community Participation

In Ghana, community participation in development projects has a history of over three decades, as indicated by AfDB (2015). In the early 1980s, community members were trained to take ownership of various development projects and initiatives in their communities. The government sponsored the training of youth and other individuals to

gain knowledge on implementing community development projects in various institutions. Ghana has been recognized by the World Bank (2014) as one of the African countries that effectively adopted the concept of community participation in development. The report attributes this to reasons such as a well-structured education system that emphasizes the importance of community participation, community involvement in decision-making during project implementation, and a culture of self-development.

The concept of community participation in South Africa is primarily associated with the planning and management of development projects at the local level of governance (Ababio, 2019; Moseti, 2020; Madzivhandila & Asha, 2022). This is because local municipalities are seen as the governmental sphere closest to the people and as the cornerstone of democracy. In its pursuit to eliminate the remnants of the apartheid era, the democratic government of South Africa embraced a developmental approach to local governance. Municipalities, therefore, have the potential to serve a developmental function by, among other things, ensuring that the populace remains at the forefront of local government initiatives. Consequently, South African municipalities are mandated by legislative frameworks to actively promote the involvement and participation of ordinary citizens in decisions that impact their well-being.

Moreover, according to a study conducted by Madzivhandila and Maloka (2018) on Community Participation in Local Government Planning Processes, there has been a strategic shift in recent years regarding the mandate for service delivery planning in South Africa. This shift has moved from a centralized (national) to a more localized (municipal) sphere of government. Consequently, planning is no longer perceived as a top-down process but rather as an inclusive one, where communities are recognized as essential stakeholders. In this context, community participation is considered to have significant implications for democratizing service delivery, extending beyond mere representative

government to position users and communities as central actors in the process. Community participation, within this framework, offers marginalized individuals greater control over their circumstances and ensures their active involvement in determining their own developmental needs. Therefore, municipalities are urged to play a crucial role in promoting democracy and facilitating community participation in decisions directly affecting them. Despite the complexities, obstacles, and significant managerial challenges involved, the article argues that community participation remains essential for the success of service delivery planning (Madzivhandila and Maloka ,2018)

In East Africa, Rwanda, following the genocide that occurred in 1994, has achieved significant development through a community participation strategy (AU, 2017). Rwanda has an education system that trains its population on community participation in development (Ali, 2018). In the country, every Monday, community members engage in various forms of community service, such as fixing broken sewerage systems, clearing dumping sites, and managing solid waste. Other factors that contribute to Rwandans' engagement in community services include well-established development rules, a sense of ownership of their land, and community involvement in decision-making processes.

1.1.3 Local Perspective of Community Participation

At the local level, community involvement represents a significant focal point in Kenya's constitution. The 2010 Kenyan constitution underscores the vital importance of meaningful engagement in governance as a cornerstone of the public reforms it instituted. Legislative measures, including the County Government Act of 2012, the Urban Areas and Cities Act of 2011, the Public Finance Management Act of 2014, the Nairobi County Public Participation Act of 2015, the Access to Information Act of 2016, and the Draft Devolution Policy of 2015 (ESRC, 2017), place strong emphasis on citizen participation and establish a platform for active participation in devolved governance (Ghai, 2015).

The pivotal question that arises is: How can community members be effectively involved in participation? Participation transcends mere information dissemination or soliciting community opinions. The essence of participation lies in the capacity to influence outcomes. Consequently, the initial prerequisite is unfettered access to pertinent information. The County Government Acts lay down foundational principles for participation, encompassing the timely provision of information. Community members should possess the means to seek redress, particularly for marginalized groups such as women, youth, and people with disabilities. Counties bear the responsibility of conducting civic education at the grassroots level, and community members are expected to adopt a proactive stance in the participation process (Ghai, 2015)

.In Samburu County, and specifically Maralal town ward there is a multitude of both county governmental and Non-Governmental Organizations actively engaged in carrying out diverse development initiatives. According to the NGO Council (2022), numerous projects have been launched over time with the aim of enhancing the quality of life for the residents of Samburu County and specifically Marala ward. Despite these extensive efforts, a significant portion of the population remains hesitant to get involved in the execution of these development projects. Consequently, the development endeavors have made limited progress in positively impacting the community, as evidenced by economic data (Mwangi, 2017). Therefore, this research endeavor aims to identify the key factors that influence the participation of Marala ward residents in the implementation of development projects

1.1.4 Legislative Framework of WDF

In 2014, counties in Kenya established the Ward Development Fund (WDF), with many counties passing bills to put the Fund into effect. The Public Finance Management Act (2012) - Section 116 empowers Members of the County Assembly (MCAs) to participate in prioritizing projects, while the Executive is responsible for executing the County Integrated Development Plan (CIDP). The Office of the Controller of Budget (OCOB) released the Ward Development Fund Guidelines through circular No. 26 of 2014, which were designed to help counties operationalize the Fund and ensure compliance with established laws. The purpose of the Fund is to provide financing for projects at the ward level. The process of implementing the WDF involves three stages: initiation, acceptance, and administration.

According to the Public Finance Management Act (2012), the relevant department identifies the need to establish the Ward Development Fund, and the proposal is forwarded to the County Executive Member for Finance. The County Executive Committee then approves the proposal, and the County Executive Member for Finance drafts a County Bill governing the application of the fund. The WDF Bill is submitted to the County Assembly for approval, and upon approval, the governor assents to the Bill. The County Government publishes the Bill in the Kenya Gazette. The operationalization and administration process includes the selection of an administrator by the Finance Executive to oversee the utilization of the Fund. The administrator's responsibilities include creating financial statements, opening a bank account, and preparing periodic financial statements for the Fund, which are then submitted to the County Treasury and the Controller of Budget.

Since the adoption of the new constitution, significant organizational and legislative hurdles have emerged within local government, hindering the implementation of the

strategy. The devolution of the national government has positioned county governments as independent entities, necessitating a reevaluation of the DCHS's ability to effectively fulfill its mandate for community participation at both the national and local levels. The DCHS must also provide policy and technical guidance to the autonomous local government structures (GoK, 2010).

At the national level, the DCHS has recognized gaps in its capacity to identify and address the need for high-quality health information and data. The strategy has focused on areas such as the healthcare referral service system and the civil registration and vital statistics system (GoK, 2010). Additionally, a study found that defining the functions and responsibilities of community units is essential for determining the scope of health service delivery at the community level (Oyore, 2020).

The establishment of the community unit structure aimed to facilitate direct communication with community health extension workers, households, and affiliated health facilities. This structure serves as the primary health facility within a community and acts as a link for accessing all health services. Led by community health workers and office personnel, the community unit draws its members from the local catchment area to support community health extension workers in their community-related health tasks. However, the community unit structure relies on data for routine decision-making at the community level, and the lack of proper tools, such as standardized guidelines and data collection forms, has posed a longstanding challenge across all levels of the Kenya Community Health Information System (CHIS). Additionally, the turnover of community health workers and limited demand for CHIS information exacerbate this problem (MEval-PIMA, 2016).

Ensuring the efficiency of community units is crucial for promoting health activities at the community level, necessitating ongoing assessments of functionality. Moreover, community health service implementers must comprehend the functionality of CHIS and its impact on community health indicators. Previously, community unit functionality lacked clear categorization (USAID & PEPFAR, 2019). Additionally, every Ward Development Fund must be aligned with the County Integrated Development Plans (CIDPs). Counties are required to develop their CIDPs as the basis for budgeting and expenditure. Despite time and capacity constraints, counties have made significant efforts to develop CIDPs that align with Kenya's Vision 2030 blueprint and the Second Medium Term Goals (CoG, 2019).

In Samburu County, the Ward Development Fund was established through the enactment of the Samburu County Enterprise Fund Bill on June 19, 2014. The Fund was gazetted under Legal Notice No. 18 Act No. 10 on June 19, 2014, and subsequently amended on June 29, 2017, with regulations introduced on March 13, 2018. The Fund was intended to finance capital expenditure for development projects in the wards, with Members of the County Assembly (MCAs) having an oversight role in monitoring project implementation financed by the Ward Development Fund.

1.2 Statement of the Problem

Poverty, illiteracy, and inadequate infrastructure continue to be major challenges faced by the residents of Samburu. However, with the introduction of the new constitution in 2010, numerous development projects have been initiated with the aim of improving the lives of impoverished communities. To address the issues of poverty, illiteracy, and limited infrastructure, it is crucial to establish community development projects that are responsive to the needs of the local population. Community development projects encompass interventions that address physical, social, cultural, economic, political, and

environmental issues within a target community (Kamando, 2019). These projects can vary in scale from small group initiatives to large-scale endeavors (Suresh Kumar, 2016). The purpose of community development may vary, with some approaches focusing on addressing the root causes of problems, while others prioritize capacity building within the community to tackle their own challenges (WRHA, Winnipeg Regional Health Authority, Report, 2014). The primary focus of community development is to promote human rights, democracy, equality, and social justice, ultimately aiming to combat poverty and disadvantage (Owens, 2017).

The Ward Development Fund (WDF) projects have been instrumental in transforming the lives of the community in Samburu. These projects, initiated by the government and non-governmental organizations, aim to alleviate poverty and improve living conditions in the area. Projects related to water, healthcare, and education have been particularly impactful and are seen as catalysts for development. Sally and Rosemary (2017) note that WDF projects adopt a responsive approach to address local needs and empower the community in the decision-making process.

Despite the initiation of various development projects, there have been challenges regarding community participation. Local community involvement in these projects has been poor, resulting in operational and maintenance problems. Community members are often reluctant to engage in the implementation of these projects. According to Sei (2016), community participation is a vital component of community development, emphasizing a grassroots approach to problem-solving. Lack of information about the projects in the area, which stems from leaders not sharing information, has hindered community participation. This lack of involvement and consent from leaders can adversely affect the success of the projects. Furthermore, inadequate political will from leaders has also posed challenges for several development projects.

Community members play a significant role in the execution of WDF projects, and without their involvement, the projects cannot achieve their intended objectives. The execution and sustainability of these projects depend on community participation at all stages of the project's life cycle (Nampila, 2015). Lack of community involvement can lead to poor development priorities, resource duplication, mismatched needs prioritization, ineffective decision-making, and short-lived interventions due to poor sustainability plans and a lack of community ownership (Hassan, Muturi & Samantar, 2018). Despite the efforts and commitment of various stakeholders in promoting development through project implementation, the lack of community participation has been identified as a significant impediment. In response to this situation, this study aims to examine the determinants of community participation in the implementation of WDF projects in Samburu County, focusing on the case of Maralal town ward.

1.3 Purpose of the Study

The purpose of the study was to examine determinants of community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County.

1.4 Objectives of the Study

- i. To establish the extent to which Team Leadership styles of the people influence community participation in implementation of Ward-Based Fund Projects in Maralal town ward, Samburu County.
- ii. To find out the extent to which cultural beliefs influence community participation in project implementation of Ward-Based Fund Projects in Maralal town ward, Samburu County

- iii. To examine the extent to which the level of education influence community participation implementation of Ward-Based Fund Projects in Maralal town ward, Samburu County

1.5 Research Questions

- i. To what extent does team leadership styles of the people influence community participation on implementation of Ward-Based Fund Projects in Maralal town ward, Samburu County.?
- ii. Do cultural beliefs influence community participation on implementation of Ward-Based Fund Projects in Maralal town ward, Samburu County?
- iii. How does the level of education influence community participation on implementation Ward-Based Fund Projects in Maralal town ward, Samburu County.?

1.6 Justification of the Study

The outcomes of this research hold significance for policymakers tasked with revenue allocation and the establishment of the fund committee, as they will offer valuable insights for policy development. This study can offer guidance for amendments intended to enhance the efficiency of the Ward Development Fund (WDF) management team by promoting diverse participation. Furthermore, the findings from this investigation can lay the groundwork for the creation of a program dedicated to the management of decentralized funds, potentially offering a blueprint for similar initiatives in various Kenyan counties. Such programs would emphasize the vital role of community participation in safeguarding the sustainability of these funds. Finally, the study's findings will enrich the academic understanding of scholars interested in community involvement in decentralized funds, emphasizing the pivotal role of participation in empowering

communities. This underscores the importance of interactive participation, wherein beneficiaries actively engage in all phases of a project.

1.7 Scope of the Study

The study was confined to Maralal town ward which is within Samburu County. It is one of the populous wards in Samburu County with a population of 17,400 registered voters. The ward also has the highest number of administrative offices with seven sub locations. The study we be guided by three objectives which include; team leadership, cultural beliefs and level of education influence community participation on implementation of Ward-Based fund Projects in Maralal town ward, Samburu County, the study was conducted in a period of three months beginning in the month of July through the month of September 2023

1.8 Assumptions of the Study

The study assumed that people answered truthfully. In order to confirm that the researcher explained that the study was purely for academic purposes. The study also assumed that the sample selected was representative of the entire population.

1.9 Limitations of the Study

The research is anticipated to encounter certain limitations that may impede access to the desired information. Firstly, the study will be conducted within a relatively brief timeframe, allowing limited opportunities for extensive research. Additionally, resource constraints present another limitation, particularly in conducting fieldwork, as multiple trips to the ward are necessary for questionnaire administration. In order to mitigate these challenges, the researcher intends to enlist the assistance of four research associates from the local area who possess a good understanding of the region where the study will be conducted, thereby facilitating data collection.

1.10 Delimitations of the Study

The study was delimited to Maralal town ward. It is one of the populous wards in Samburu County. The study sought to establish the determinants of community participation in ward-based fund projects in Maralal town ward, Samburu County.

1.11 Operational definition of Terms

Participation: combined efforts towards increasing and exercising control over resources and establishments of those excluded from control.

Community participation: refers to the process by which individuals, families, or communities assume responsibility for their own wellbeing and build capacity to contribute towards their own and the community's development by being involved in making decisions in determining goals and pursuing issues of importance to them for example, the direction of services and the allocation of funds

Community Awareness - This pertains to the degree to which community members possess awareness regarding their roles in participating in projects funded by the CDF. It also encompasses their understanding of how the Community Development Fund functions as a mechanism for promoting grassroots development.

Cultural beliefs: It represents the collective system of beliefs, expectations, values, aspirations, and traditions that shape how individuals, groups, and teams interact and cooperate to attain mutual healthcare goals..

Project Implementation: Refers to the entire project cycle (oxford dictionary)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at theoretical development concept of community participation as well as current thinking in the area of community participation. It will also cover empirical review for each variable of the determinants and also the conceptual framework showing indicators for each variable

2.1 Theoretical Review

2.2.1 Theory of New Public Management (NPM)

The introduction of New Public Management (NPM) aimed to streamline the operations of public service organizations at all levels of government, including national and county governments. NPM was initially implemented in the United Kingdom and Australia with the goal of making public service management more efficient and effective by adopting business-like practices (James, 2015). The private sector's focus on customer service is mirrored in NPM, where citizens are considered the customers who receive public services. Under NPM, the national government grants county governments the autonomy to deliver public services to the grassroots level.

NPM emerged in the 1980s as a response to the perception of government institutions as inefficient, undemocratic, and ineffective (Levy, 2010). Outsourcing was one of the strategies adopted during this era to improve efficiency and gain public support (Levy, 2010). However, outsourcing also raised concerns about corruption and political manipulation. Corruption has become a significant issue affecting devolution in Kenya, with reports indicating opportunities for corruption in public contracting, project

implementation, and employment within the counties (Gige & Busolo, 2019; Fornshell, 2018). Bribery has been identified as the main form of corruption in county governments, according to Transparency International (2019) and the Ethics and Anti-corruption Survey Report (2018).

Osborne and Gaebler (2012) developed ten principles that form the foundation of the New Public Management approach. The first principle emphasizes the responsibility of focusing on service delivery to address public issues. The second principle advocates for community-based government that empowers citizens and encourages self-governance. This principle highlights the importance of citizen participation in decision-making processes that affect them, aligning with the concept of citizens' engagement in the study. The Kenyan constitution mandates citizen participation in matters concerning them.

The third principle of NPM is competition, which is seen as beneficial for improving the quality of services. Citizens are encouraged to contribute better solutions to the provision of public goods. The study context reflects this principle through competitive tendering processes for services such as water and sanitation (Miller & Dunn, 2010). Competition in the public sector can also mean competition among government units to offer innovative ideas and competition among employees to fulfill their responsibilities, leading to improved performance.

The fourth principle highlights the importance of government departments being guided by missions, goals, and objectives to assess their performance. The fifth principle emphasizes judging the performance of government departments based on the accomplishment of set objectives and the results they generate. The sixth principle

recognizes citizens as customers of public goods, giving them the right to choose between different approaches in the provision of specific public goods (Miller & Dunn, 2010).

The seventh principle suggests that resource allocation to public agencies should be based on the value contributed by elected officials in providing public goods. Elected officials compete based on their provision of public goods to the electorate. The eighth principle focuses on problem prevention rather than just addressing problems when they arise. The ninth principle promotes maximizing public participation in the decision-making process, encouraging an anti-bureaucratic and anti-hierarchical approach within public institutions. The tenth principle involves leveraging market-based approaches and market forces to enhance service provision (Miller & Dunn, 2010).

The implementation of the new public management theory requires an open and free society to effectively apply its principles (Levy, 2010). However, in developing countries like Kenya, citizen participation is limited. For example, a survey conducted by Uraia in 2017 found that 60 percent of respondents had never attended a meeting to discuss the affairs of their county governments. Non-participation can be attributed to factors such as lack of awareness, limited time, and proximity of the venue. Additionally, despite the constitutional obligation for public entities to conduct citizen participation, some legislative institutions, including county assemblies, the senate, and the national assembly, have not established the necessary legal, regulatory, and policy frameworks to guide citizen participation at both the county and national government levels.

During the study, several county assemblies had not enacted laws or regulations to guide citizen participation, while the national assembly and senate had not enacted any laws to guide citizen participation at the national level. This lack of legal, regulatory, and policy

frameworks creates uncertainty about what constitutes effective and efficient citizen participation processes and programs. Despite the constitutional emphasis on citizen participation, the senate and national assembly have not regularly facilitated citizen participation processes and programs outside of Nairobi.

When considering legislative proposals (bills), senators and members of parliament often hold public participation forums in Nairobi for a maximum of two days. However, few members of the public are able to attend these forums due to the venue's proximity and lack of facilitation in terms of allowances and transport. This contributes to citizen apathy.

At the county level, many county assemblies encourage members of the county assembly (MCAs) to conduct citizen participation events at the sub-county and ward levels. This has motivated more members of the public to participate and share their opinions on various legislative proposals. However, due to the COVID-19 pandemic, all legislative institutions in Kenya, including the senate, national assembly, and county assemblies, adopted new measures that discouraged physical interaction with the public during citizen participation programs.

NPM has faced criticism as its ideas have been implemented globally, and many countries have introduced reforms based on the theory. Critics argue that NPM lacks a definitive set of measures for organizational management and does not have its own clear definition or philosophical foundation (Denhardt & Denhardt, 2011). The theory's importation of knowledge and managerial skills from the private sector has been contested, as the public and private sectors are seen as distinct and incomparable, making the theory challenging to apply comprehensively in the public sector.

The key distinction lies in the objectives of the private sector, which aims for profit, while the public service focuses on delivering services to citizens. The public sector has regulations in place to restrict and impose penalties when market economy plans go awry. Furthermore, private sector employees work on contractual terms based on performance, whereas public sector employees have permanent and pensionable contracts, which has been cited as a hindrance to effective service delivery and the application of NPM. The NPM theory has faced criticism for the lack of comparable data and methodology to evaluate the performance of the public and private sectors. Despite the high cost and controversial results, NPM has achieved some success in the public sector where it has been implemented. However, attempts to minimize costs under NPM in the public sector have had adverse effects on organizational structure, capacity, and the ability to maintain high-quality service delivery and creativity (Miller & Dunn, 2010).

Additionally, NPM has been found to prioritize short-term benefits over long-term effects in addressing emerging demands from changes in technology and globalization. Despite the criticism, academic practitioners argue that NPM will continue to be relevant in the future because failure to adopt NPM may revert organizations to the old public administration model, hindering the potential benefits it offers (Daft & Marcio, 2014). NPM has broad applicability in the study as it is reform-oriented in the public sector and supports the variable of political ties. Devolution, introduced to streamline politics by creating a lower level of government at the county level, addresses the marginalization of smaller communities and promotes equitable resource distribution. Therefore, the application of NPM aims to address the shortcomings of skewed resource allocation and representation (Morales, 2014). NPM seeks to enhance effectiveness and efficiency in community participation, ultimately improving project implementation.

2.2.2 Decentralization Theory

The decentralization theory, as articulated by Smith (1985) and further elaborated by Kochen & Deutsch (1980), encompasses the process of redistributing functions, powers, individuals, or resources away from a central authority. Conyers (1983) and Conyers (2006) define decentralization as the transfer of governmental powers or functions from the national level to sub-national levels. This concept spans both political and administrative domains, aiming to delegate decision-making and administrative authority to lower-tier governments. According to Rondinelli, Nellis, & Cheema (1983), decentralization involves delegating authority to plan, decide, and manage public functions from the central government to various local entities, including subordinate government units, semi-autonomous public entities, and non-governmental organizations. Smith (1985) views decentralization as both a reversal of administrative concentration at a single center and a distribution of powers to local governments. Consequently, decentralization entails transferring decision-making power and administrative responsibilities from the center to lower levels of governance.

Despite the prevalence of decentralization, there lacks a unified theory to comprehensively explain its nature and functioning. The concept emerged in the 1950s, influenced by neoclassical economic theories, and gained popularity as a development administration strategy in the late 1970s and 1980s. Smith (1985) contextualizes decentralization within the framework of local government and liberal democracy, emphasizing its significance in promoting political values such as equality, liberty, and responsiveness at both national and local levels. At the local level, decentralization fosters political equality, accountability, and responsiveness, facilitating increased citizen participation in decision-making processes. This participatory approach is believed to

enhance political equality and satisfy the needs and aspirations of local communities (Crook, 2003). Giguère (2003) highlights decentralization as an effective tool for responding to popular expectations, enabling local autonomy and decision-making. However, critics like Searle (1974) caution against decentralization, citing instances where local power is concentrated among elites and may perpetuate inequalities. Additionally, Siddle & Koelble (2013) argue that inadequate management capacity at the local level can hinder decentralization's effectiveness in achieving its objectives.

The theory of decentralization, as proposed by Smith (1985), aligns with the study's exploration of factors influencing community participation in Ward funded projects in Maralal ward, Samburu county. The ward based funds aims to empower local communities by funding projects that address their needs and enhance their quality of life. However, factors such as lack of awareness, demographic characteristics, education levels, and cultural beliefs influence may hinder full community participation in these projects. Thus, understanding decentralization theory provides insights into how team leadership styles influence community involvement in development initiatives

2.3 Empirical Review

2.3.1 Team Leadership Styles and Community Participation in the Implementation of WFD projects

Leadership is the process through which a leader influences, provides direction, and regulates a team or organization in order to achieve predetermined goals (Hartini, Abdullah, & Pangalila, 2019). According to Kruse (2018), leadership is a social influence process that requires collaboration and input from various team members to achieve their

goals. For community leadership to be effective and beneficial to its members, it requires well-defined structures.

Community leaders, as highlighted by Kamando (2019), must build relationships with a specific purpose, such as the development of the community. This is achieved through a structured framework characterized by mutual respect and reciprocity. Leaders play a significant role in the community as they are seen as influential figures and are looked upon for guidance and assistance. They have the opportunity to observe the community's situation, seek input and opinions from its members, build consensus, engage the community through a shared vision, and encourage community members to participate in development matters through a needs analysis process (Rhonda & Pittman, 2019). Project leadership, as emphasized by Mohamed, Kisimbii, and Otieno (2018), plays a crucial role in defining how community members should be engaged and for what purpose their contributions are directed. This facilitates meaningful interactions among community members. In order for a project to be successfully implemented, the roles of community leaders in the project must be clearly defined, and they should be closely involved in all aspects of the project.

Community leaders are trusted by community members to handle development matters, regardless of their educational background. Any projects initiated in the area are typically channeled through village elders and local leaders, as they are believed to be close to the community and have significant influence. Local leaders are considered knowledgeable about community needs and problems and are expected to provide quick solutions (Mgbada, 2021). The type of leadership displayed by a leader has an impact on the followers, as they tend to emulate certain characteristics. Muro and Namusonge (2015)

observed that community participation in public development projects is influenced by the leadership style that adheres to the principles of good governance. Effective leadership, as stated by Kolzow (2018), is demonstrated by maximizing community success and economic development. Therefore, it is crucial to engage local leadership in all development projects within their jurisdictions, as they play a pivotal role in driving community development agendas. Local leaders not only act as pioneers but also serve as key influencers and motivators.

Renzi (2020) conducted a study utilizing content analysis and secondary sources to explore the traits that define good leadership and how it can contribute to successful project implementation and management. The study concludes that project implementation involves the engagement of teams under one or multiple leaders. Leaders have the responsibility of effectively engaging with human resources, as they are the most important asset in an organization. Every phase of project implementation is vital and must be managed with skill and exemplary leadership performance.

Kiih (2015) conducted a study to examine the impact of leadership on community participation and the performance of Information Technology (IT) projects at Fintech Kenya. The study utilized a descriptive survey design and employed both quantitative and qualitative methods. The findings revealed a significant relationship between project management leadership aspects and the performance of IT projects, with project management leadership style exerting the greatest influence on project performance. Effective team leadership is crucial for successfully carrying out temporary tasks that cannot be accomplished through permanent organizational arrangements. Team leadership is primarily task-oriented and necessitates temporary changes in relationships to ensure the efficient execution of the project plan (Lu et al., 2022). Additionally, projects

and teams exist within a permanent community environment, which must be intelligently managed. Consequently, early project leadership literature focused on task management within project teams by specialists and the external management of stakeholders in matrix organizational structures (Lu et al., 2022).

According to Thomas (2018), project leadership has a significant impact on individuals' perceptions and behaviors, including their efficacy, self-actualization, attitudes, and self-esteem. Effective project leadership motivates individuals to exert more effort toward achieving a specific objective or goal. Community participation encompasses real activities and behaviors related to the development project, while user participation involves individuals' perceptions of the project's relevance and performance (La Ferrara, 2017). Project leadership plays a vital role in defining how community members should be engaged and directing their contributions toward specific objectives, thereby facilitating meaningful interactions among community members.

2.3.2 Culture and Community Participation in the Implementation of WFD projects

Culture refers to the shared way of life within a particular community, encompassing norms, values, beliefs, behaviors, and various aspects such as religion, philosophy, and ideology. Parrey (2019) defines sociocultural aspects as a combination of values, beliefs, traditions, and behaviors that exist within every society. Culture plays a significant role in the development arena, as it provides a means for people to express their fulfillment (Unesco report, 2009). Idang (2015) further categorizes culture into material and non-material aspects within the African cultural context. Material culture refers to visible, tangible objects created by humans to enhance survival, while non-material culture encompasses the norms, ethos, and traditions of the community. The impact of culture on

communities is widely acknowledged. The CTSA report (2011) highlights that culture shapes identities, fosters a sense of community, influences relationships and power dynamics, and determines how meaning is created. Understanding cultural dynamics is essential for researchers and practitioners to build relationships, collaborate effectively, and establish respect and trust. Culture also plays a vital role in achieving Millennium Development Goals (MDGs), promoting self-reliance, and addressing poverty reduction at the local level by addressing community-specific issues (UNESCO, 2009).

In many communities, patriarchal systems prevail and significantly impact development projects. Patriarchy refers to male dominance over women, where women have limited or no role in decision-making processes concerning their own development. This hinders their freedom and participation in development activities. Karamunya and Cheben (2016) highlight the influence of taboos and beliefs in societies, which can affect the motivation of locals, especially women, to engage in community development projects.

Religious practices and beliefs also play a crucial role in determining the extent of voluntary participation in development projects. Certain projects need to consider and respect cultural beliefs and practices within the community. In many African communities, women are naturally less participatory, often due to traditional gender roles. For example, in rural areas, rituals may need to be observed before implementing development projects, and religious practices may restrict women from holding key positions or taking a leading role (Muyoka, 2016). Traditional beliefs, religious practices, and cultural norms act as barriers that hinder women's involvement in community development activities (Safia, 2016).

2.3.3 Level of Education and Community Participation in the Implementation of WFD projects

The success of project implementation relies on public awareness, as an informed public can meaningfully participate in the implementation process (Magassouba et al., 2019). Effective decision-making in project management is achieved through meaningful engagement and participation of the public. In Kenya, strong legislative structures provide clear principles for project participation and efficiency. However, there are challenges in the implementation phase that hinder an enabling environment for service delivery, including regulations, systems, and capacities (World War, 2015).

The World Bank, in collaboration with the Kenya School of Government, has responded to these challenges by providing guidelines for public participation and clear working policies. They also offer technical assistance and training to government officials responsible for public participation and financial management. The importance of public participation is underscored by the need for quality information provided by government agencies to participants (World Bank, 2015).

In a study conducted in Kakamega County by Sumba, Mirona, and Amuhaya (2018), the association between project implementation and public awareness was examined. The study used a descriptive method with a sample population of 600 residents from six sub-counties. The results indicated that current public awareness strategies in Kakamega County were ineffective, and participants felt that proper governance structures were lacking for their participation in project development. Electronic media was found to have some influence on citizens' involvement in the implementation phase, while old media like radio yielded limited results. The study also revealed that road shows played a

significant role in citizens' involvement, but there was a lack of feedback mechanisms. Namano (2015) conducted a study in Nairobi Central Ward to investigate how public participation influences urban project planning. The study included a sample of 375 participants out of a target population of 13,325 residents. The findings showed that public participation was not significantly influenced by accessibility, and there was a weak positive correlation between participation and financial situation.

Meinich (2010) examined the relationship between forest governance and increased awareness using the Mama Mitsu Forest Campaign in Tanzania as a case study. The findings revealed that despite a lack of awareness, villagers exhibited a strong sense of project ownership due to their commitment to conservation values. However, the study also highlighted local challenges such as corruption that hindered effective project management.

Muriu (2014) explored the impact of public participation on service delivery using the Local Authority Service Delivery Action Plan (LASDAP). The study, based on secondary data, found that the process had minimal effects. Similarly, Mbithi, Ndambuki, and Juma (2019) investigated the determining factors for public participation in Kenyan county governments and found that a lack of public awareness about projects greatly hindered the process. In another study focusing on Busia County, Kenya, Papa (2016) found that the lack of proper institutional frameworks for public awareness dissemination resulted in low achievement in public participation.

Fadhil (2021), in his examination of the factors impacting community involvement in projects funded by the Constituency Development Fund (CDF) in Moyale District,

Kenya, highlighted illiteracy, overall education levels, and awareness as significant barriers hindering participation. Similarly, Mading (2023) investigated the factors influencing community participation in the implementation of the Menengai Geothermal Power Project, with literacy levels being one of the factors under scrutiny. The study revealed that a substantial majority, 93.7%, of project participants possessed at least a primary education, indicating the critical role of education in facilitating participation. Furthermore, the educational attainment of CDF beneficiaries within a constituency directly correlates with their level of participation. Mwangi (2018) observed that educated beneficiaries had greater opportunities for involvement in CDF-funded projects, particularly in planning, implementation, and monitoring. Conversely, Daib (2019), focusing on construction projects in devolved units in Kenya, emphasized education level as a significant determinant of community participation. The study noted a poor level of participation among primary stakeholders in Wajir County, attributed to low educational attainment, particularly a lack of secondary education.

This aligns with Mwangi's (2018) findings, which indicated that despite efforts to involve primary beneficiaries in CDF projects, participation remained relatively low due to educational limitations. Many community members lacked essential skills, such as conducting needs assessments, necessary for effective project prioritization and implementation. Education serves as an empowering tool, with higher levels of education associated with increased community participation. Assuming minimal resistance from politicians, such as Members of Parliament (MPs), communities with higher education levels are likely to engage throughout the entire project lifecycle, from initiation to monitoring and evaluation, thus fostering more comprehensive project involvement.

2.3.4 The Concept of Community Participation

Community participation is a widely discussed concept in community development, with development practitioners emphasizing the active involvement of communities in the design, implementation, and shaping of projects affecting them. The implementation of public participation processes holds significant importance for democratizing social values, enhancing planning, and fulfilling public needs. Moreover, it serves as a valuable tool for educating the public, particularly regarding government development initiatives, potentially leading to social and personal changes among community members. This fosters the incorporation of diverse public interests, granting individuals the right to participate in decisions impacting their lives. Community participation facilitates information exchange among stakeholders, including the public, government, and non-governmental organizations, fostering mutual understanding and relationships, thereby garnering support for government and development initiatives (Cavric, 2021).

Additionally, community participation encompasses regulatory negotiations, mediations, and citizen juries. Beyond its role in education and awareness enhancement, public participation plays a vital role in formulating more efficient planning frameworks through a better understanding of stakeholders' demands and needs, facilitating effective resource planning and management. Importantly, involvement in structuring development plans enables citizens to mitigate political and administrative issues while promoting transparency within professional environments (Lukensmeyer, Goldman & Stern, 2021), addressing perceptions of power inequality.

Community participation encompasses any process directly engaging the public in decision-making, giving due consideration to public input. Meaningful public participation entails seeking input at specific points in the decision-making process and on relevant issues where such input can genuinely shape decisions or actions.

Consequently, the community plays a crucial role in influencing project implementation in the County, aiming to offer the public an opportunity to participate in decision-making processes related to development planning. Success in this process hinges on the extent to which the public is allowed to be involved (Lukic, 2021).

The notion of democratic ownership and participation has garnered significant attention from scholars across various disciplines, including political science, psychology, and sociology, especially concerning national or cross-national contexts. Numerous studies have delved into topics such as civic engagement, citizenship, political and social participation, community involvement, social services, and the role of non-governmental organizations. A rich body of literature exists on local democratization experiments in Latin America, where substantial community involvement in political processes emerged in the 1980s with the emergence of left-leaning governments. Scholars studying citizen participation in local political processes in Latin America often refer to this phenomenon as "deepening democracy" (Goldfrank, 2021). Goldfrank argues that deepening democracy involves moving beyond regular elections to bolster citizenship and further democratize the state. Strengthening citizenship entails transforming residents from passive subjects in dependent relationships with specific politicians or parties into active citizens who recognize their political rights, can legitimately demand government services, and can voice their opinions in political debates (Goldfrank, 2021).

Goldfrank's conceptualization of deepening democracy and strengthening citizenship aligns with the focus of this research on factors influencing public participation in government-sponsored projects, particularly the county funded projects. Participation is deemed crucial for project success, as individuals are more inclined to engage when they feel a sense of ownership and perceive that the project addresses their needs. This sense

of ownership motivates them to oversee implementation and ensure the sustainability of facilities (Tacconi and Tisdell, 1992; Narayan, 2020). Moreover, participation is believed to empower communities by bolstering local organizations, fostering a greater sense of pride, and encouraging the pursuit of new activities (Oakley, 2019)

Community participation is seen as pivotal for sustainability, enabling users not only to select the level of services they are willing to pay for but also to make decisions and allocate resources in support of community choices (Sara and Katz, 2018). This involvement spans from participating in activities defined by external parties to managing and owning activities primarily developed by community members themselves (Aubel and Samba, 2016). At the heart of community-based development initiatives lies the active involvement of members of a defined community in at least some aspects of project design and implementation (Mansuri and Rao, 2018). Colletta and Perkins (2019) illustrate various forms of community participation, including research and data collection, dialogues with policymakers, school management, curriculum design, development of learning materials, and school construction.

A research conducted by Theresia Leonard Mnarara in Tanzania in 2020 examined the roles of local community involvement in the ongoing construction of primary schools. The study revealed that community participation in terms of material contribution was evident in Mzumbe and Mlali wards in Mvomero Districts, where communities were required to provide labor by fetching water, collecting stones and sand, and assisting in masonry during the construction of classrooms, teachers' houses, and school toilets. Material contribution, according to Mnarara (2020), is advantageous as it incorporates local knowledge regarding the quality of materials required for primary school construction. Among the 150 villagers surveyed, the findings indicated that 30 (20%)

contributed financially, 90 (60%) contributed in materials, and 30 (20%) did not respond to the questions. The study concluded that financial contributions from villagers were not significant, mainly due to economic challenges, yet they possessed various skills to contribute to school construction.

This form of participation exhibited collaborative elements, where both parties engaged equally in diagnosing the problem, analyzing data, designing solutions, and implementing them. According to Pretty (2018), such participation is considered highly active and fosters commitment from villagers in ongoing primary school construction. Community participation is widely recognized for its contributions to project development, particularly in government-sponsored initiatives. Extensive literature highlights its significance, with Lancaster (2022) emphasizing several key benefits: promoting project sustainability as communities learn to adapt and implement changes, protecting the interests of stakeholders, fostering dignity and self-reliance among community members, enhancing awareness of local needs and environments, enabling knowledge sharing and rapid growth of ideas, instilling a sense of ownership, empowering community members to address social and economic issues, and fostering a sense of self-reliance and responsibility, especially when projects are handed over to indigenous communities.

2.4 Conceptual Framework

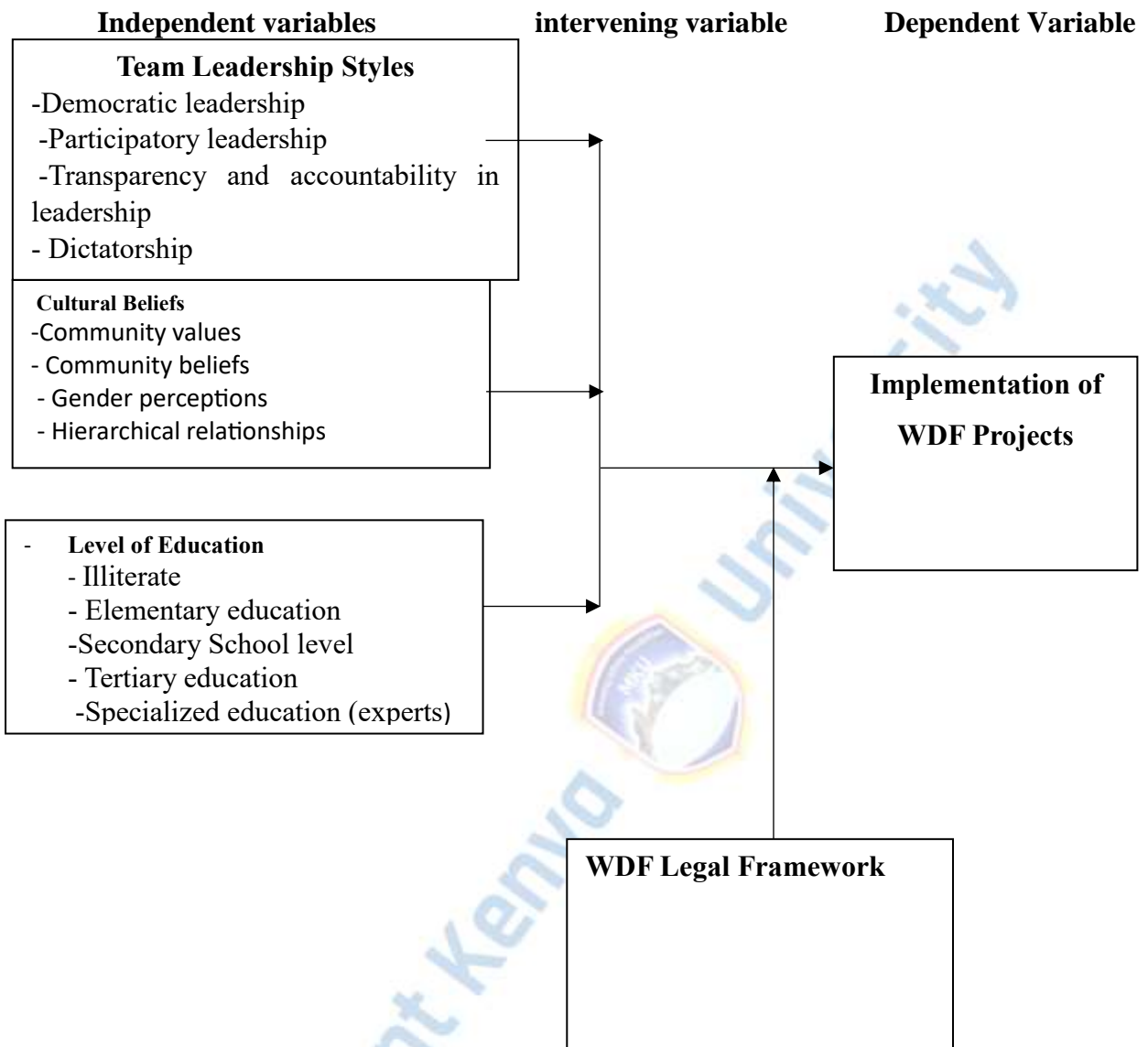


Figure 1: Conceptual Framework

Source : Author 2023

The conceptual framework provided offers a comprehensive overview of the factors that may influence the implementation of Water for Development (WFD) projects. At its core are the independent variables, which encompass team leadership styles, cultural beliefs,

and the level of education within the community. These variables serve as essential determinants that can shape the dynamics and outcomes of WFD initiatives.

Leadership styles play a pivotal role in guiding project implementation efforts. Democratic leadership, characterized by shared decision-making and collaboration, fosters a sense of ownership and participation among team members. Conversely, dictatorship, where authority is centralized and decisions are made unilaterally, may hinder community engagement and input. Participatory leadership, which encourages active involvement and transparency, can empower community members to contribute meaningfully to project activities. The extent to which these leadership styles are employed can significantly impact the success and effectiveness of WFD projects.

Cultural beliefs also exert a profound influence on project implementation within communities. Community values and beliefs shape attitudes towards development initiatives, influencing participation levels and priorities. Gender perceptions, for example, may dictate traditional roles and responsibilities, potentially limiting the engagement of certain groups within the community. Additionally, hierarchical relationships within the community structure may impact decision-making processes and power dynamics, affecting the distribution of resources and responsibilities during project implementation.

Furthermore, the level of education among community members is a critical determinant of their capacity to engage effectively in WFD projects. Illiteracy or low levels of education may present barriers to understanding project objectives, contributing to limited participation and communication challenges. In contrast, individuals with higher

levels of education, including specialized expertise, may bring valuable skills and knowledge to project implementation efforts. Education serves as an empowering tool, enabling community members to contribute more actively to decision-making processes and project activities.

The dependent variable, implementation of WFD projects, reflects the ultimate goal of the conceptual framework. Successful project execution involves navigating the complexities of leadership dynamics, cultural influences, and educational disparities to achieve tangible outcomes that benefit the community. Additionally, the intervening variable of the WDF legal framework underscores the importance of regulatory mechanisms in guiding and facilitating project implementation. By providing guidelines, standards, and accountability measures, the legal framework ensures adherence to established protocols and promotes transparency and fairness in project activities.

2.5 Recap of the Literature

The literature review indicates that successful project implementation is influenced by various factors that have been studied and continue to be studied. However, one key weakness identified is the manner in which community participation is exercised during implementation, which can lead to lack of accountability, integrity, regulatory oversight, motivation, and even corruption. Additionally, the implementation process itself may pose challenges, and the leadership style employed by community leaders becomes crucial in ensuring effective implementation. It is worth noting that there is a lack of clear records globally regarding studies that specifically examine the effects of different determinants of community participation on implementation in various contexts. For

instance, the research conducted in the African context does not provide a clear picture of these effects.

Leadership is a critical factor in the success of community participation in the implementation of Water for Development (WFD) projects. Hartini, Abdullah, and Pangalila (2019) define leadership as the process through which a leader influences, provides direction, and regulates a team or organization to achieve predetermined goals. Effective community leadership requires well-defined structures and relationship-building with specific development goals (Kamando, 2019). Leaders in the community serve as influential figures, responsible for observing community needs, seeking input, building consensus, and engaging members through shared visions (Rhonda & Pittman, 2019). Project leadership is instrumental in defining how community members should be engaged and directing their contributions (Mohamed, Kisimbii, & Otieno, 2018). Renzi (2020) underscores the importance of engaging teams under effective leaders who can manage human resources skillfully throughout the project implementation phases.

The influence of culture on community participation in WFD projects is significant. Culture encompasses shared norms, values, beliefs, and behaviors within a community, affecting development initiatives profoundly (Parrey, 2019). Sociocultural aspects shape identities, foster community cohesion, influence power dynamics, and determine how meaning is created (CTSA report, 2011). However, patriarchal systems, taboos, and religious beliefs often hinder women's participation in development projects (Karamunya & Cheben, 2016). Understanding cultural dynamics is crucial for effective collaboration and trust-building among stakeholders (UNESCO, 2009).

Education also plays a crucial role in community participation. Public awareness is essential for meaningful engagement in project implementation (Magassouba et al., 2019). Decision-making in project management relies on informed public participation, necessitating clear legislative structures and governance mechanisms (World War, 2015). Sumba, Mironga, and Amuhaya (2018) found that public awareness strategies in Kakamega County were ineffective, indicating the need for better governance structures. Meinich (2010) highlighted the importance of forest governance in increasing awareness and project ownership among villagers. However, challenges such as corruption can impede effective project management (Meinich, 2010).

The concept of community participation is integral to development initiatives, promoting democratic values, enhancing planning processes, and fulfilling public needs (Cavric, 2021). Public participation fosters mutual understanding and relationships among stakeholders, contributing to project success and sustainability (Lukensmeyer, Goldman & Stern, 2021). Lancaster (2022) emphasizes the benefits of community participation, including promoting sustainability, empowering communities, and fostering self-reliance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter primarily discusses the methodology employed in the research. It concentrated on aspects such as the research design, the geographical area under study, the target population, the sample size, the sampling technique used, the data collection instruments utilized, the validity and reliability of the instruments, the procedure for data analysis, and the ethical considerations taken into account.

3.2 Research Design

The term research design refers to the plan and execution of a study, including the methods and techniques used to investigate research hypotheses or address research questions (Ngau, 2004). In this study, a descriptive research design was utilized. In a descriptive research design, data is collected from respondents to gather information about their experiences and opinions on a specific topic, with the aim of generalizing the findings to the larger population represented by the sample (Borg & Gall, 2003). This design is particularly suitable for obtaining factual and attitudinal information or exploring research questions related to self-reported beliefs, opinions, characteristics, and past or current behaviors (David & Sutton, 2004).

3.3 Target Population

The target population refers to the specific group of individuals or entities from which information will be collected (Ngechu, 2004). It represents a well-defined or specified set of people, groups, households, firms, services, elements, or events that are the focus of investigation. **In** this study the population included all Maralal residents who are registered

as voters in the ward and are spread across the seven sub-locations. The unit of analysis will be the individual resident and voter. As shown in table 3.1 below

Table 3.1 Target population

Sub- Location	Total	Percentage
Milimani	2,822	16.2
Shabaa	2,979	17.1
Ngari	2,786	16
Ledero	1638	9.4
Nkuroto	1,934	11.1
Lpartuk	1,767	10.2
Maralal Town	3,474	20
Total	17,400	100

Source, (IEBC,2022)

3.4 Sampling Technique

The study used simple random sampling to select the required sample size in each of the seven sub-locations. This method gives each unit in the target population a chance to be selected for the study. The sample size was determined by the Yamane formula:

$$n = \frac{N}{(1 + Ne^2)}$$

Where;

n= is the desired sample size

e= margin of error (as a decimal)

N= population size

17,400

$$n = \frac{17,400}{1 + 17,400(0.07)^2}$$

$$17400/86.26 = 201.76$$

A sample of 202 respondents was randomly selected for the survey and was subjected to the questionnaire. For the survey recruiting process, the ward voter registration list was used as a sampling frame. This was facilitated by the ward administrator of Maralal Ward. The respondents were proportionately selected from the 7 sub-locations as shown below.

Table 3.2 Sample Population

Sub- Location	Sample	Percentage
Milimani	33	16.2
Shabaa	35	17.1
Ngari	31	16
Ledero	20	9.4
Nkuroto	22	11.1
Lpartuk	21	10.2
Maralal Town	40	20
Total	202	100

Source, Author 2023

3.4. Data Collection Instruments

Data collection was conducted through the use of a standardized questionnaire designed to gather primary data. The questionnaire will consist of a combination of closed-ended and open-ended questions. A questionnaire is a pre-prepared set of written questions, and respondents record their answers, usually choosing from predefined options (Sekaran, 1992). Structured questions, as described by Chandran (2004), are typically closed-ended, where respondents select the most suitable response from the provided options. Open-ended questions, on the other hand, allow respondents to provide detailed and comprehensive answers.

3.4.1 Pilot Study

To enhance the research instruments, a pilot study was conducted, as emphasized by Ngechu (2004). The pilot study enabled improvements to be made based on the results obtained. In this study, a pilot group consisting of 5% of the target respondents from WDF projects in Lodokejek ward, which shares similar demographics with Maralal Ward, was selected to participate in the pilot study. The pilot study was to assess the clarity and understanding of the questions, as well as determine if the expected answers can be obtained. The researcher will use the questionnaire during the pilot study to test the validity and reliability of the collected data.

3.4.2 Validity

Validity is employed to assess whether a research study accurately captures its intended measurements and whether the research findings reflect the truth. It also aids in ascertaining whether the instrument employed collects the expected information (Bryman, 2012). To establish the validity of the questionnaire items, it is essential that they genuinely elicit responses pertaining to the variables under investigation. To ensure the measuring tool used in

this study is valid, a pilot survey will be carried out in Lodokejek Ward, involving respondents who are not part of the primary study. The results will be scrutinized to determine if the responses align with the study's intended objectives, and any necessary adjustments will be made accordingly

3.4.3 Reliability Test

Reliability pertains to the degree of consistency exhibited by a research instrument in measuring specific characteristics over time. A research tool is deemed reliable when it embodies two fundamental aspects: stability and equivalence (Donald and Delno, 2006). If an instrument accurately evaluates its intended attributes and consistently yields similar results when repeatedly measuring the same entity, it is considered reliable. This study will employ internal consistency reliability, assessed using Cronbach's alpha, a widely utilized method for determining internal consistency through the calculation of correlation values among responses on an assessment tool. A Cronbach's alpha value of 0.7 or higher is the recommended threshold for deeming a research instrument reliable.

3.5 Data Collection Procedure

After obtaining a letter of introduction from Mount Kenya University, the researcher will present it to the National Commission for Science, Technology, and Innovation (NACOSTI) to obtain permission for conducting the study. Once the permit is obtained, the researcher will seek permission from the administration of Maralal Ward to carry out the study. Following a brief introduction and assurance of confidentiality, the researcher will approach and administer questionnaires to the prospective respondents.

3.6 Data Analysis and Presentation

The study will adopt mixed analysis by using quantitative data analysis techniques for the quantitative data and qualitative data analysis techniques for the qualitative data. Mixed data analysis involves data reduction, data display, data transformation, data consolidation, data comparison and data integration (Creswell, 2013; Creswell & Clark 2010). First the study will check the collected data for completeness, wrong responses and remove unusable data so

as to ensure data quality.

In analyzing quantitative data collected through the questionnaire from the residents in Maralal ward, descriptive statistics like mean and standard deviation will be used to summarize data.

Inferential statistics such as correlation coefficients will be used to test the correlation (non-causal relationship) between variables while regression analysis will be used to test causal relationship.

In analyzing qualitative data, content analysis will be used. Content analysis will help the study to determine the presence of concepts, themes; patterns and key words so as to be able interpret, understand and draw insightful meaning and conclusion from the data (Neuendorf, 2017; Elo et al., 2014; Creswell, 2013).

The study will be based on the following regression model:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon \text{ Where}$$

Y = Implementation of community projects

X_1 = Team leadership styles

X_2 = Cultural beliefs

X_3 = Level of education

ϵ = Error Term β_0 = Minimum when all the independent variables are held constant at zero (referred to as constant or intercept)

$\beta_1, \beta_2, \beta_3$ = Rate of change in Y as a result of a unit change in independent variable

The study will use ANOVA to test the relationship between the independent variables and dependent. A coefficient of determination (R^2) will be performed to determine how much of the dependent variable comes about as a result of the independent variables while regression coefficient will be used to indicate the effect of each individual variable on project completion.

3.8 Ethical considerations

Utmost confidentiality will be maintained throughout the entire study period. Throughout the study, the researcher will make every effort to protect the subjects' confidentiality and will act with the utmost honesty and sincerity by staying focused on the study's primary purpose. The researcher will be punctual, will respect the decision of the respondents, and will use a method that is friendly to the respondents, all while obtaining permission from the appropriate authorities, such as Mount Kenya University and the National Commission of Science, Technology, and Innovation. Participants will be assured of their safety before giving their agreement to take part in the study.

The researcher will be ethical and observe the following; informed consent; voluntary participation; confidentiality; privacy and anonymity of the research.

3.8.1 Informed Consent

Before the collection of the data a consent letter to the respondents will be done to introduce the researcher and inform them on the intention of the research.

3.8.2 Voluntary Participation

For the relevance of the research voluntary participation will be encouraged in order to get the intended information from the respondents. Independence of the respondents will also be observed. Researcher will make sure they participants understand the research, their rights, the risks and benefits involved, and the data that will be collected. The respondents will also be assured of their privacy, anonymity and safety.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

The chapter presents findings and discussions on the determinants of community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County. The first part presents the response rate and reliability tests. The descriptive and inferential findings respectively are then presented and discussed. The findings are in line with the objectives of the study.

4.2 Response Rate

Response rate indicates the total number of questionnaires that were filled and returned with complete responses against the number distributed. The study targeted 202 residents of Maralal town ward. From table 4.1 below, a response rate of 77.7% was achieved meaning that the data was good enough to be analysed. Kothari, (2010) indicated that a response rate of 50% is desirable and that above 80% is good.

Table 4.1 Response Rate

Response Rate	Frequency	Percent
Returned Questionnaires	157	77.7%
Unreturned Questionnaires	45	22.3%
Total	202	100%

4.2.2 Reliability of Study Variables

The study sought to find out the reliability of the study instrument. This was important to ensure that study findings are reliable.

Table 4.2 Reliability Results

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
Team leadership styles	0.843	0.829	9
Cultural beliefs	0.803	0.811	9
Level of education	0.772	0.734	9
Project Implementation	0.726	0.748	9

Results in table 4.2 showed that all the variables were reliable as they all had cronbach's alpha co-efficient of at least 0.7 thereby meeting the cut off for reliability. The results from the study questionnaire are deemed reliable.

4.3 Demographic Characteristics

This section highlights the demographic characteristics of the respondents who participated in the study.

4.3.1 Distribution of the Respondents Based on the Gender

The study sought to understand the distribution of respondents based on gender. Gender of the respondents was deemed important as it would provide insights on the gender dimension on the determinants of community participation in the implementation of ward-based fund projects in Maralal town ward. The results were as shown in Figure 4.1.

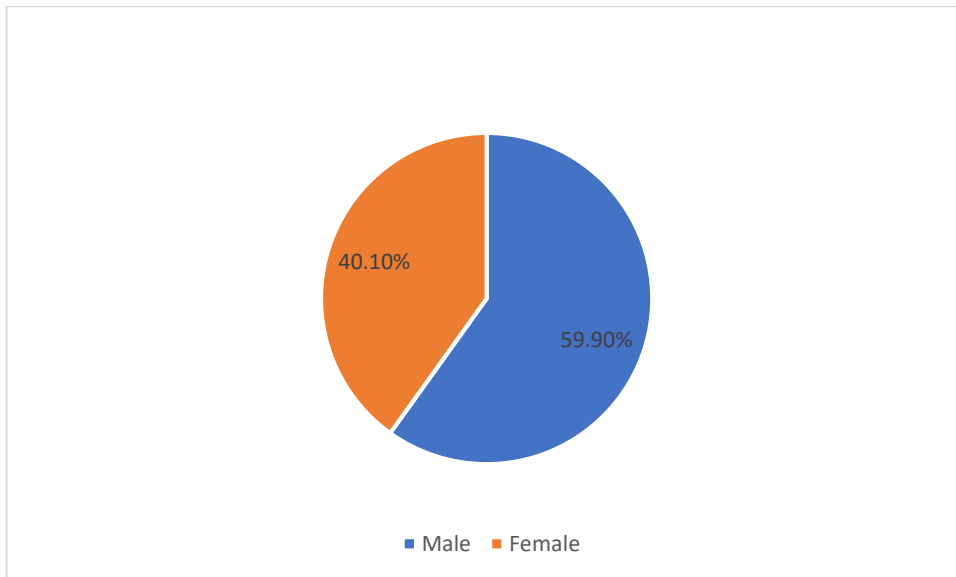


Figure 4.1: Gender of Respondents

The results indicate that the male respondents were slightly more than the female. This implies that in the study gender equality representation has been considered.

4.3.2 Distribution of the Respondents Based on Age

Age of the respondents was also established since it helps in demographic analysis. This can be useful in identifying trends and patterns related to community participation based on age groups. The results are presented on figure 4.2 below.

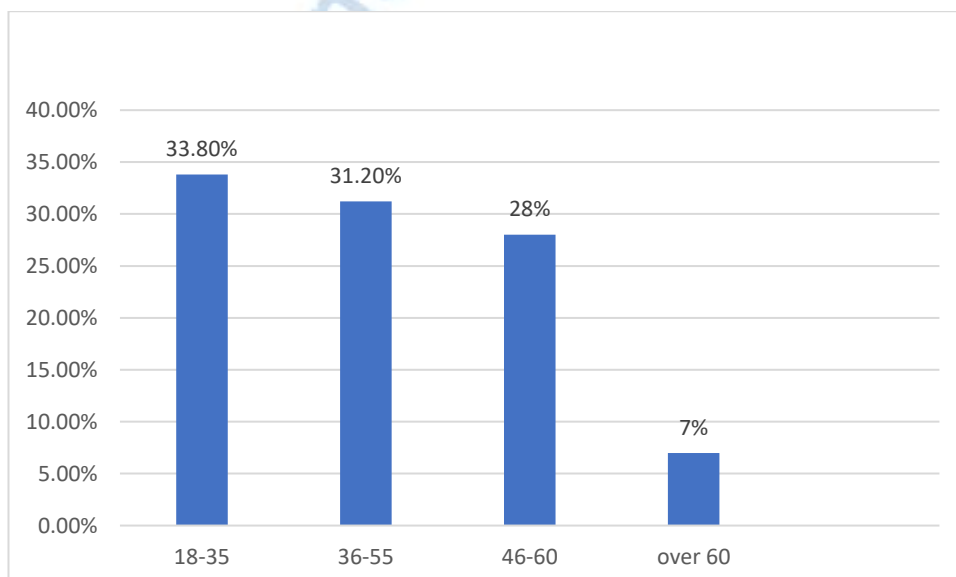


Figure 4.2: Age of respondents

In terms of age, a cumulative 33.8% were youth aged below 35 years, while 31.2% were aged between 36-45 years, 28% were aged between 46 and 60 years and 7% were aged above 60 years. This implies that majority of the respondents were youthful hence were able to give precise information on the subject matter.

4.3.3 Distribution of the Respondents Based on the Level of Education

The researcher also sought to establish the level of education of the respondent, understanding the level of education of respondents can provide insights into their awareness and understanding of the ward-based fund projects. Higher levels of education may correlate with greater awareness and comprehension of community development initiatives. The results are presented in figure 4.3 below.

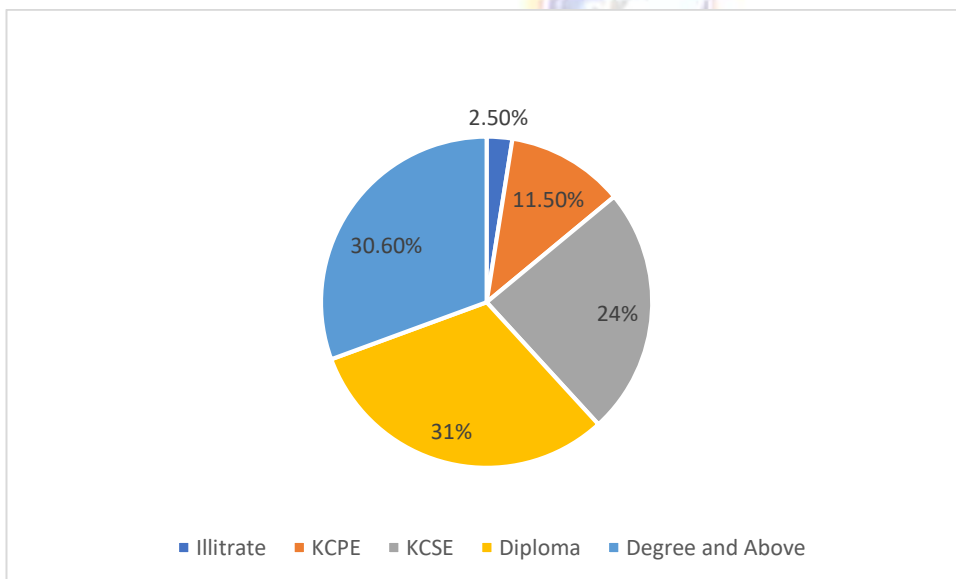


Figure 4.3: Level of Education

From the results in Figure 4.3, the distribution of respondents based on their educational background reveals a diverse profile within the community. The majority of participants possess a diploma qualification, constituting 31.2% of the sample, showcasing a

significant presence of individuals with specialized vocational training. Additionally, those with a degree and above make up 30.6%, indicating a substantial proportion of highly educated individuals contributing to the research. The findings also highlight a noteworthy percentage of respondents with secondary education qualifications, with 24.2% holding KCSE certificates, demonstrating a substantial base of participants with a solid academic foundation. Furthermore, individuals with primary education (KCPE) represent 11.5%, reflecting the inclusion of participants from various educational levels. The smallest percentage is attributed to the 2.5% of respondents without formal education, underscoring the importance of recognizing diverse educational backgrounds when interpreting and implementing community-based projects.

4.3.4 Distribution of the Respondents Based on the Occupation

The study also sought to find out the occupation of the respondents. Different occupations may require different engagement strategies. Tailoring communication and engagement approaches based on the occupations of respondents ensures that outreach efforts resonate with the daily experiences and priorities of community members. The results were as shown in figure 4.4.

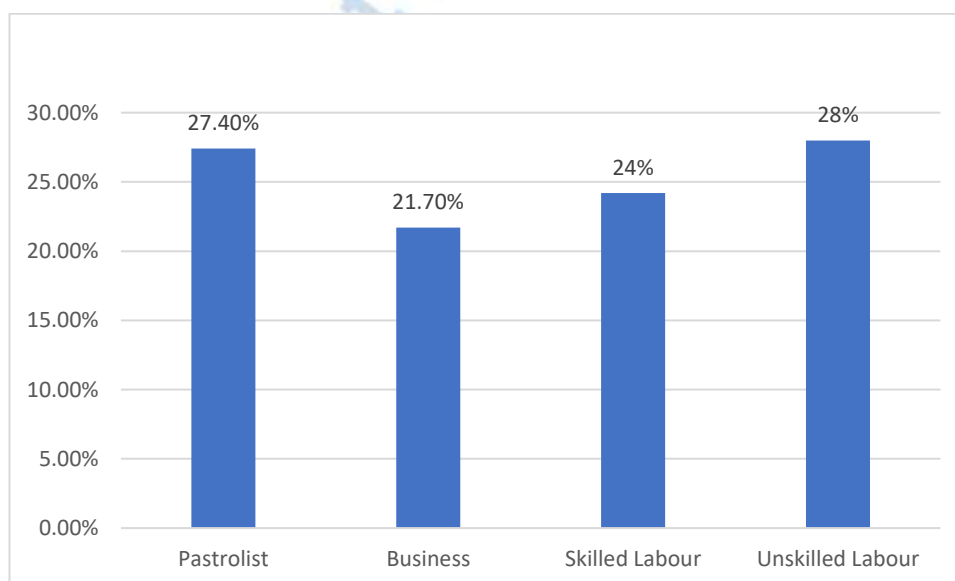


Figure 4.4: Occupation of the Respondents

The distribution of respondents based on their occupations provides a multifaceted picture of the community's economic fabric. A significant portion, constituting 27.4%, identifies as pastoralists, underscoring the community's reliance on livestock-related activities. This suggests a strong connection to traditional livelihoods and a potential need for projects that align with the nomadic lifestyle. Business-related occupations account for 21.7%, indicating a notable entrepreneurial presence within the community. Skilled labor, encompassing a diverse range of professions, represents 24% of the respondents, showcasing the presence of individuals with specialized skills crucial for various development initiatives. Additionally, unskilled labor makes up 28% of the sample, highlighting the importance of considering the perspectives and needs of those engaged in manual or entry-level work. This occupational breakdown emphasizes the necessity of implementing inclusive projects that cater to the diverse economic activities and skill sets within the community.

4.4 Descriptive Statistics

Results in this section describe the study variable in light of data collected. Descriptive statistics through both quantitative and qualitative data was presented. The results are presented in measures of central tendencies (means) and measures of variation or dispersion (standard deviations). The analysis of the collected data was in line with the following five-point Likert scale. 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree.

4.4.1 Effect of Team Leadership Styles on project implementation

The respondents were asked to indicate whether team leadership styles affected community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County. The results are indicated by Table 4.3

Table 4.3: Team Leadership Styles

	N	Min	Max	Mean	Std. Dev.
There should be a sharing of project information by the leaders	157	1	5	3.69	.993
Leaders should address the issues affecting their people before the project takes off	157	2	5	3.91	.853
There is trust between leaders and the community in members	157	2	5	4.14	.772
The success of the project depends on the type of leadership style practiced	157	1	5	4.03	.954
Community Leaders engage their people/members before the project is implemented in every stage	157	1	5	3.80	.994

Source: Survey ,2023

The research findings reveal insightful perspectives on community leadership and project dynamics. Participants express a moderate level of agreement (mean = 3.69, std dev = 0.993) regarding the necessity for leaders to actively share project information. This suggests that while there is a recognized importance of information dissemination, there may be room for improvement in communication strategies. The data also indicates a stronger sentiment (mean = 3.91, std dev = 0.853) towards the proactive addressing of community issues by leaders before project initiation. This emphasizes the significance of community leaders taking a proactive stance in identifying and mitigating challenges to ensure smoother project implementation. Furthermore, the study underscores a positive perception of trust between leaders and community members (mean = 4.14, std dev = 0.772), indicating a generally trusting relationship. This trust is a critical factor as it forms the foundation for successful collaboration between leaders and the community in project endeavours. Participants also attribute a considerable influence of leadership style on project success (mean = 4.03, std dev = 0.954), emphasizing the importance of effective

and adaptive leadership in achieving positive project outcomes. Lastly, the findings suggest that community leaders are moderately engaged with their members throughout the project lifecycle (mean = 3.80, std dev = 0.994). This indicates a recognized effort in involving community members in various project stages, but there may be opportunities to enhance the depth and breadth of community engagement. The findings are in agreement with Renzi (2020) who concluded that project implementation involves the engagement of teams under one or multiple leaders. Leaders have the responsibility of effectively engaging with human resources, as they are the most important asset in an organization. Every phase of project implementation is vital and must be managed with skill and exemplary leadership performance. Kiih (2015) also agrees that there is a significant relationship between project management leadership aspects and the performance of IT projects, with project management leadership style exerting the greatest influence on project performance. Effective team leadership is crucial for successfully carrying out temporary tasks that cannot be accomplished through permanent organizational arrangements.

The literature review outlines the pivotal role of leadership styles in community development projects and their influence on community participation, as well as project implementation dynamics. Notably, Hartini, Abdullah, and Pangalila (2019) define leadership as a process of influencing and regulating a team towards predetermined goals, highlighting its collaborative nature requiring input from various team members. Kamando (2019) emphasizes the necessity for community leaders to establish structured relationships focused on community development, underlining the importance of mutual respect and reciprocity. Furthermore, Mohamed, Kisimbii, and Otieno (2018) stress the significance of project leadership in defining community engagement and facilitating meaningful interactions among members. This is echoed in the research findings, which

indicate a moderate level of agreement on the necessity for leaders to share project information actively. Additionally, the findings highlight a stronger sentiment towards proactive issue addressing by leaders before project initiation, aligning with the literature's emphasis on the proactive role of community leaders in identifying and mitigating challenges (Table 4.3; Renzi, 2020).

Moreover, both the literature review and the research findings underscore the critical role of trust between leaders and community members as a foundation for successful collaboration in project endeavors. This trust is essential for fostering positive perceptions and ensuring effective engagement throughout the project lifecycle, resonating with the research findings regarding community engagement efforts (Kiihoh, 2015; La Ferrara, 2017). Furthermore, the literature review and the research findings converge on the significant influence of leadership style on project success, emphasizing the importance of adaptive leadership in achieving positive outcomes (Muro & Namusonge, 2015; Thomas, 2018). Hence, these correlations affirm the relevance of the literature review findings in understanding the dynamics of team leadership styles and community participation in project implementation, providing valuable insights for practitioners and policymakers seeking to enhance project effectiveness and community engagement.

4.4.2 Culture and Community Participation in the Implementation of WFD projects

In addition the respondents were asked to indicate whether culture affected community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County. The results are indicated by Table 4.4.

Table 4.4: Culture and Community Participation

	N	Min	Max	Mean	Std. Dev.
Gender perceptions influence the members' ability to participate in CDP implementation	157	1	5	3.71	.843
Hierarchical relationships influence the members' ability to participate in CDP implementation	157	2	5	4.63	.761
Community values influence the community members' ability to participate in CDP implementation	157	3	5	3.82	.812
Cultural orientation in the locality prejudice women participation Community projects implementation	157	3	5	4.33	.743
Community beliefs influence the community members' ability to participate in CDP implementation	157	2	5	4.24	.782

Source: Survey ,2023

The research findings shed light on the complex dynamics surrounding gender perceptions, hierarchical relationships, community values, cultural orientation, and community beliefs in the context of community development project implementation. Participants, on average, moderately perceive that gender perceptions influence members' ability to engage in such projects (mean = 3.71, std dev = 0.843). This suggests a recognition of the impact of gender-related attitudes on community participation, with room for improvement and potential interventions to foster inclusivity. In contrast, hierarchical relationships within the community exhibit a stronger influence on members' ability to participate in project implementation (mean = 4.63, std dev = 0.761). This indicates a substantial acknowledgment of the impact of hierarchical structures on community involvement, highlighting the need to navigate and address these structures for more effective and equitable participation. The research also uncovers a moderate influence of community values on members' ability to participate in projects (mean = 3.82, std dev = 0.812). This implies that community values play a discernible role in

shaping participation dynamics, warranting attention to align project goals with these values for greater community buy-in and engagement. Furthermore, the findings reveal a considerable perception that cultural orientation in the locality prejudices women's participation in community projects (mean = 4.33, std dev = 0.743). This emphasizes the existence of gender-related biases deeply rooted in cultural norms, signalling a critical area for targeted interventions to promote gender inclusivity in project implementation . Lastly, the research highlights a noteworthy impact of community beliefs on members' ability to participate in projects (mean = 4.24, std dev = 0.782). This suggests that deeply ingrained beliefs within the community significantly influence the level of engagement in development initiatives, underscoring the importance of understanding and addressing these beliefs for successful project implementation.

The findings are in agreement with Karamunya and Cheben (2016) who argued that communities, patriarchal systems prevail and significantly impact development projects. Patriarchy refers to male dominance over women, where women have limited or no role in decision-making processes concerning their own development. This hinders their freedom and participation in development activities. He further highlighted the influence of taboos and beliefs in societies, which can affect the motivation of locals, especially women, to engage in community development projects. The literature review provides a profound exploration of the intricate interplay between culture and community participation in development projects, elucidating how cultural norms, beliefs, and practices influence the dynamics of such initiatives. Parrey (2019) underscores culture as a defining aspect of community life, encompassing norms, values, and behaviors that shape individuals' identities and interactions. Moreover, the review highlights the significant role of patriarchy, taboos, religious beliefs, and traditional gender roles in

constraining women's involvement in development activities (Karamunya & Cheben, 2016; Muyoka, 2016).

The research findings unveil nuanced perceptions regarding the influence of culture on community participation, particularly concerning gender perceptions, hierarchical relationships, community values, cultural orientation, and community beliefs (Table 4.4). Gender perceptions emerge as a moderate influencer of community engagement, suggesting a recognition of gender-related attitudes' impact on participation (CTSA report, 2011). Meanwhile, hierarchical relationships within the community exhibit a stronger influence, underscoring the significance of addressing power dynamics for equitable participation. Furthermore, the findings underscore the role of community values and beliefs, indicating their discernible impact on participation dynamics (Unesco report, 2009).

Notably, the research highlights the substantial perception that cultural orientation prejudices women's participation, echoing the literature's emphasis on patriarchal systems and traditional gender roles inhibiting women's freedom and involvement in development activities. Additionally, the influence of community beliefs on participation underscores the need to address deeply ingrained cultural norms to foster inclusive participation in community projects.

These findings align with scholarly arguments regarding the pervasive influence of culture, patriarchy, and traditional beliefs on community development initiatives. By elucidating the specific ways in which culture shapes participation dynamics, the research contributes to a deeper understanding of the challenges and opportunities inherent in fostering community engagement. Moreover, the findings underscore the importance of culturally sensitive approaches in designing and implementing development projects,

emphasizing the need to navigate and address cultural barriers to promote inclusivity and effectiveness (Idang, 2015; Safia, 2016).

4.4.3 Level of Education and Community Participation in the Implementation of WFD projects

Furthermore the respondents were asked to indicate whether level of education affected community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County. The results are indicated by Table 4.5

Table 4.5: Level of Education

	N	Min	Max.	Mean	Std. Dev.
Illiterate community members rarely participate in CDP implementation in Maralal town ward	157	1	5	3.37	.907
Community members with elementary education rarely participate in CDP in Maralal town ward	157	2	5	4.14	.919
Secondary school level of education influences the community members' ability to participate in development projects	157	2	5	3.89	.732
Tertiary education level influences the community members' ability to participate development projects	157	2	5	4.22	.808
Community members with specialized education (experts) readily participate in CDP implementation	157	3	5	4.06	.837

Source: Survey ,2023

The research findings illuminate the relationship between education levels and community participation in development projects within Maralal town ward. The data suggests that illiterate community members exhibit a relatively low level of participation in community development projects, with a mean of 3.37 and a standard deviation of 0.907. This indicates a discernible challenge in involving individuals with no formal education, highlighting the importance of tailored strategies to address

barriers faced by this demographic. Similarly, community members with only elementary education also demonstrate a comparatively low level of participation (mean = 4.14, std dev = 0.919). While there is a slightly higher mean compared to illiterate members, the standard deviation suggests variability in participation levels. This underscores the need for targeted interventions to enhance the involvement of individuals with elementary education in community development projects. Interestingly, the data suggests that secondary school education influences community members' ability to participate in development projects, with a mean of 3.89 and a relatively low standard deviation of 0.732. This indicates a moderate level of participation among individuals with a secondary school level of education, showcasing a potential foundation for increased engagement. Moreover, tertiary education appears to have a more pronounced impact on community participation, with a higher mean of 4.22 and a standard deviation of 0.808. This suggests that individuals with tertiary education are more actively involved in community development projects, emphasizing the positive influence of higher education levels on participation. Finally, community members with specialized education, denoting experts, demonstrate a relatively high level of participation (mean = 4.06, std dev = 0.837). This finding suggests that individuals with specialized skills or expertise readily engage in community development initiatives, showcasing the importance of leveraging specialized knowledge within the community. The findings are in agreement with Sumba, Mironga, and Amuhaya (2018), that current public awareness strategies in Kakamega County were ineffective, and participants felt that proper governance structures were lacking for their participation in project development. Further Muriu (2014) that a lack of basic education greatly hindered the process. In another study focusing on Busia County, Kenya, Papa (2016) found that the lack of proper level of education resulted in low achievement in public participation

The literature review extensively explores the intricate relationship between the level of education and community participation in development projects, emphasizing the crucial role of public awareness and engagement in achieving successful project implementation. Magassouba et al. (2019) stress the importance of public awareness in facilitating meaningful participation, highlighting its role in effective decision-making and project management. Additionally, the review underscores the challenges faced during project implementation, including regulatory hurdles and capacity limitations, which hinder an enabling environment for service delivery (World War, 2015).

The research findings shed light on the specific relationship between education levels and community participation in development projects within Maralal town ward, Samburu County. The data reveals a discernible pattern wherein individuals with higher levels of education tend to exhibit greater participation in community development initiatives (Table 4.5). For instance, illiterate community members and those with only elementary education demonstrate relatively lower levels of participation, highlighting the challenges faced by individuals with limited formal education in engaging with development projects (Sumba, Mironga, & Amuhaya, 2018; Muriu, 2014). Conversely, individuals with secondary and tertiary education levels, as well as specialized education, exhibit higher levels of participation, indicating the positive influence of higher education levels on community engagement (Papa, 2016).

These findings align with the literature's emphasis on the importance of public awareness and education in fostering community participation in development projects. The research underscores the need for tailored strategies to address barriers

faced by individuals with lower education levels, while also leveraging the expertise of individuals with specialized education to enhance project effectiveness (Mbithi, Ndambuki, & Juma, 2019). Moreover, the findings highlight the inadequacy of current public awareness strategies and governance structures in facilitating effective community participation, emphasizing the need for targeted interventions to address these shortcomings (Namano, 2015).

4.4.4 Community Participation in the Implementation of WFD projects

Table 4.6: Community Participation on Project Implementation

	N	Min	Maxi	Mean	Std.
Community members actively participate in the planning stages of ward-based fund projects	157	1	5	3.56	.892
There is effective communication between community leaders and members regarding the progress and goals of WFP	157	2	5	4.11	.844
Community members feel empowered to contribute their ideas and suggestions during project meetings.	157	3	5	3.93	.825
The implementation of ward-based fund projects aligns with the diverse needs and priorities of the community.	157	2	5	4.31	.922
Community members are satisfied with the level of transparency in the decision-making processes related to project implementation	157	3	5	4.09	.727

Source: Survey ,2023

The research findings provide valuable insights into the dynamics of community participation and the implementation of ward-based fund projects in Maralal Town Ward. The mean scores and standard deviations offer a quantitative measure of various aspects related to community engagement and project implementation. Firstly, the data indicates that community members are moderately involved in the

planning stages of ward-based fund projects, with a mean score of 3.56 and a standard deviation of 0.892. This suggests a discernible level of participation, but the variability in responses indicates that there may be areas for improvement or specific challenges that need attention to enhance community involvement in project planning .Secondly, the findings reveal a relatively high level of effective communication between community leaders and members regarding the progress and goals of ward-based fund projects, as indicated by a mean score of 4.11 and a standard deviation of 0.844. This reflects a positive aspect of community engagement, suggesting that communication channels are relatively clear and open, contributing to a shared understanding of project objectives. Thirdly, community members express a sense of empowerment to contribute their ideas and suggestions during project meetings, with a mean score of 3.93 and a standard deviation of 0.825. While the mean suggests a moderate level of empowerment, the standard deviation indicates some variation in individual experiences, emphasizing the need for continued efforts to ensure that all community members feel empowered to contribute. Moreover, the data indicates a strong perception that the implementation of ward-based fund projects aligns with the diverse needs and priorities of the community, as reflected in the high mean score of 4.31 and a standard deviation of 0.922. This positive evaluation suggests that the projects are resonating with the community's diverse requirements, enhancing the likelihood of successful outcomes.

Lastly, community members express satisfaction with the level of transparency in decision-making processes related to project implementation, with a mean score of 4.09 and a notably low standard deviation of 0.727. This finding suggests a high level of consensus among respondents regarding the transparency of decision-making, indicating a positive aspect of governance within the community.

4.5 Correlation Analysis

The researcher undertook correlation analysis to establish the nature and strength of the relationships between the independent and the dependent variables of the study.

4.5.1 Team Leadership Styles and Community Participation in project implementation.

The study sought to establish the correlation between team leadership styles and community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County. The result of the study is as shown in Table 4.7.

Table 4.7: Correlation between Leadership Styles and Community Participation in project implementation

		Community Participation in Project Implementation
Team Leadership	Pearson Correlation	.521*
	Sig. (2-tailed)	.013
	N	157

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

Source: Survey Data (2023)

The Pearson correlation coefficient of .521 with a significance level of .013 (2-tailed) indicates a moderately positive correlation between team leadership styles and community participation in project implementation. The sample size (N) is 157, suggesting a relatively robust dataset for analysis. A correlation coefficient of .521 suggests that as team leadership styles within the project context increase or decrease, there is a moderate tendency for community participation in project implementation to move in the same direction. In this case, a positive correlation implies that higher levels of effective team leadership styles are associated with increased community participation, while lower levels of effective team leadership styles are associated

with decreased community participation. The strength of the correlation is considered moderate, falling between 0.3 and 0.7. The significance level of .013 (2-tailed) indicates that the observed correlation is statistically significant at the 0.05 level, suggesting that it is unlikely to have occurred by random chance. This implies that there is a real relationship between team leadership styles and community participation in project implementation within the population under study. In practical terms, these results suggest that the way teams exhibit leadership styles has a meaningful connection to the level of community participation in the implementation of projects. Understanding and leveraging effective team leadership styles may positively influence community engagement, leading to more successful and participatory project outcomes.

4.5.2 Cultural Beliefs and Community Participation in the Implementation of WFD projects.

In addition, the study sought to establish correlation between culture and community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County. The findings of the study are as shown in Table 4.8.

Table 4.8: Correlation between Culture and Community Participation in the Implementation of WFD projects.

		Community Participation in Project Implementation
Cultural Beliefs	Pearson Correlation	.553*
	Sig. (2-tailed)	.012
	N	157

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

Source: Survey Data (2023)

The Pearson correlation coefficient of .553 with a significance level of .012 (2-tailed) between cultural beliefs and community participation on project implementation suggests

a moderately strong positive correlation. This correlation indicates that there is a meaningful relationship between cultural beliefs and the extent to which the community actively participates in project implementation. A positive correlation of .553 suggests that as cultural beliefs within the community increase or decrease, there is a notable tendency for community participation in project implementation to move in the same direction. In other words, communities with stronger cultural beliefs may exhibit higher levels of participation in project implementation, while those with weaker cultural beliefs may demonstrate lower levels of engagement. The strength of the correlation is considered moderately strong, falling between 0.3 and 0.7. The significance level of .012 (2-tailed) indicates that the observed correlation is statistically significant at the 0.05 level. This means that the likelihood of obtaining such a correlation by random chance is low, reinforcing the confidence in the validity of the observed relationship between cultural beliefs and community participation. In practical terms, these results suggest that cultural beliefs play a significant role in shaping community engagement in project implementation. Communities with strong cultural ties may have a shared sense of responsibility or collective identity that fosters active involvement in development initiatives. Understanding this correlation can inform project planners and policymakers about the importance of considering and respecting cultural beliefs to enhance community participation and promote successful project outcomes.

4.5.3 Level of Education and Community Participation in the Implementation of WFD projects

The study determined the correlation between level of education and community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County. The results of the correlation analysis are as shown in Table 4.9.

Table 4.9: Level of Education and Community Participation in the Implementation of WFD project.

		Community Participation in Project Implementation
Level of Education	Pearson Correlation	.448*
	Sig. (2-tailed)	.021
	N	157

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

Source: Survey Data (2023)

The Pearson correlation coefficient of .448 with a significance level of .021 (2-tailed) between education levels and community participation in project implementation indicates a moderately positive correlation. This suggests that there is a meaningful relationship between the level of education of community members and the extent to which they actively participate in project implementation. A positive correlation of .448 implies that as the level of education of community members increases or decreases, there is a notable tendency for community participation in project implementation to move in the same direction. Communities with higher average education levels may exhibit increased participation, while those with lower average education levels may demonstrate lower levels of engagement. The strength of the correlation is considered moderate, falling between 0.3 and 0.7. The significance level of .021 (2-tailed) indicates that the observed correlation is statistically significant at the 0.05 level. This means that the likelihood of obtaining such a correlation by random chance is low, reinforcing the confidence in the validity of the observed relationship between education levels and community participation. Practically, these results suggest that education plays a significant role in shaping community engagement in project implementation. Communities with higher average education levels may have individuals with better access to information, improved communication skills, and a higher capacity to actively

contribute to development initiatives. This correlation can inform educational policies and community engagement strategies, emphasizing the importance of education in promoting community participation.

4.6 Regression Analysis

The study ascertained the effect of team leadership styles, cultural beliefs, and level of education on community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County. The results in relation to the foregoing are illustrated in Tables 4.10

Table 4.10: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.681 ^a	.463	.458	.62786

a. Predictors: (Constant), Team leadership styles , Cultural beliefs, And Level of education

Source: Survey Data (2023)

As shown in Table 4.10, the relationship between independent variables and dependent variables was established to be positive moderately strong. The R-Squared is the variation of the dependent variable in respect to the changes in the independent variables. The R-squared in this study was 0.463, which shows that the three independent variables (Team leadership styles , Cultural beliefs, And Level of education) can explain 46.3% of the dependent variable while 53.7% is the variation due to other factors which have not been covered in this study.

Table 4.12 ANOVA Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.546	3	.887	9.337	.000 ^b
	Residual	4.387	153	.095		
	Total	7.934	156			

a. Dependent Variable: Community Participation in Project Implementation

b. Predictors: (Constant), Team leadership styles, Cultural beliefs, And Level of education

Source: Survey Data (2023)

The analysis of variance in this study was used to determine whether the model is a good fit for the data. From the findings, the p-value was 0.000 which is less than 0.05 and hence the model is good in predicting how the three independent variables (Team leadership styles, Cultural beliefs, And Level of education). Further, the F value was lower than the F-calculated which was (9.337) which shows that the model was fit in predicting the effect of the independent variables on the dependent variable.

Table 4.13 Regression Coefficients**Regression Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		Beta	Std. Error	Beta		
1	(Constant)	1.082	.127		8.529	.000
	Leadership Styles	.314	.033	.433	9.515	.000
	Cultural Beliefs	.159	.042	.220	3.786	.000
	Level of Education in maralal Ward	.225	.040	.304	5.625	.000

a. Dependent Variable: Community Participation in Project Implementation

Source: Survey Data (2023)

The study also conducted a regression analysis to establish the regression coefficients connecting the independent and dependent variables as illustrated by the equation illustrated below:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Whereby Y represents Community Participation in Project Implementation. X_1 represents team leadership styles, X_2 represents cultural beliefs, and X_3 represents level of education. β_0 represents Constant which defines the value of Community Participation in Project Implementation without the inclusion of predictor variables. From the results in Table 4.13 the given equation was answered by the values of Unstandardized Coefficients (β). The results indicate that team leadership styles, cultural beliefs and level of education have a positive relationship with Community Participation in Project Implementation Thus,

$$Y = 1.082 + 0.314X_1 + 0.159X_2 + 0.225X_3 + \varepsilon$$

The value of Community Participation in Project Implementation without the influence of the predictor variables is 1.082. This explains that, at any given time, Community Participation in Project Implementation will be 1.082 holding other factors constant at 0. The results also illustrate that, a unit change in team leadership styles would result to 0.314 times change in Community Participation in Project Implementation, a unit increase in cultural beliefs would result to 0.159 times increase in Community Participation in Project Implementation and a unit increase in level of education would result to 0.225 times increase in Community Participation in Project Implementation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of major findings of the study; both descriptive and inferential. This is followed by a presentation of the conclusions inferred from the findings. The relevant recommendations are then suggested. Finally, the chapter outlines the areas suggested for further research.

5.2 Summary of the Study

The major study findings are summarized in this section. It outlines the summary of the findings in line with the objectives of the study.

5.2.1 Effect of Team Leadership Styles on Community Participation in project implementation

In summary, the research paints a nuanced picture of community leadership dynamics, highlighting the need for improved information sharing, proactive issue addressing, and fostering trust between leaders and the community. The findings emphasize the pivotal role of leadership style in project success and suggest a foundation of community engagement that could be further strengthened for more comprehensive and participatory project implementation. . Leaders have the responsibility of effectively engaging with human resources, as they are the most important asset in an organization. Every phase of project implementation is vital and must be managed with skill and exemplary leadership performance. According to the results, a positive correlation between team leadership styles and community participation in project implementation implies that higher levels of effective team leadership styles are associated with increased community participation, while lower levels of effective team leadership styles are associated with decreased community participation.

5.2.2 Effect of Cultural Beliefs on Community Participation in project implementation

In summary, the findings underscore the intricate interplay of gender perceptions, hierarchical relationships, community values, cultural orientation, and community beliefs in shaping community participation in development projects. The results provide valuable insights for designing interventions that consider and address these factors, fostering a more inclusive and culturally sensitive approach to community development. The study found that deeply ingrained beliefs within the community significantly influence the level of engagement in development initiatives, underscoring the importance of understanding and addressing these beliefs for successful project implementation.

5.2.3 Effect of Education Level on Community Participation in project implementation

In summary, the research findings underscore the intricate relationship between education levels and community participation in development projects in Maralal town ward. The data highlights challenges faced by illiterate and elementary-educated individuals, while indicating increasing levels of participation with higher education levels, particularly at the tertiary and specialized education levels. These insights can inform targeted interventions to promote inclusivity and enhance community engagement in development projects. This finding shows that individuals with specialized skills or expertise readily engage in community development initiatives, showcasing the importance of leveraging specialized knowledge within the community.

5.2.4 Community Participation on Project Completion

In summary, the descriptive statistics paint a nuanced picture of community engagement and project implementation in Maralal Town Ward. While there are positive aspects, such as effective communication, alignment with community priorities, and satisfaction with transparency, there are also areas for consideration, including enhancing participation in project planning and ensuring consistent empowerment of all community members. These insights provide a foundation for targeted interventions and improvements to further strengthen community participation in the implementation of ward-based fund projects.

5.3 Conclusions

The study drew conclusions in respect of team leadership styles, cultural beliefs, and education levels in relation to Community Participation in Project Implementation in Maral town ward.

5.3.1 Team Leadership Styles and Community Participation in project implementation.

The study concluded that with a Pearson correlation coefficient of .521 with a significance level of .013 (2-tailed) indicates a moderately positive correlation between team leadership styles and community participation in project implementation. In this case, a positive correlation implies that higher levels of effective team leadership styles are associated with increased community participation, while lower levels of effective team leadership styles are associated with decreased community participation. The findings indicated that (regression coefficient of 0.314.) there is a positive significant relationship between team leadership styles and community participation in project implementation .

5.3.2 Cultural Beliefs and Community Participation in project implementation

Regarding cultural beliefs, the correlation indicates that there is a meaningful relationship between cultural beliefs and the extent to which the community actively participates in project implementation. The Pearson correlation coefficient of .553 with a significance level of .012 (2-tailed) between cultural beliefs and community participation on project implementation suggests a moderately strong positive correlation. A positive correlation of .553 suggests that as cultural beliefs within the community increase or decrease, there is a notable tendency for community participation in project implementation to move in the same direction. In other words, communities with stronger cultural beliefs may exhibit higher levels of participation in project implementation, while those with weaker cultural beliefs may demonstrate lower levels of engagement. The relationship between cultural beliefs and community participation in project implementation was established to be positive, and statistically significant with a positive correlation of .553 regression coefficients

5.3.3 Education Levels and Community Participation in project implementation

On education level , the study concluded that there is a meaningful relationship between the level of education of community members and the extent to which they actively participate in project implementation. The Pearson correlation coefficient of .448 with a significance level of .021 (2-tailed) between education levels and community participation in project implementation indicates a moderately positive correlation . A positive correlation of .448 implies that as the level of education of community members increases or decreases, there is a notable tendency for community participation in project implementation to move in the same direction. Communities with higher average education levels may exhibit increased participation, while those with lower average education levels may demonstrate lower levels of engagement

5.4 Recommendations

Based on the findings related to team leadership styles, cultural beliefs, and education levels influencing community participation in the implementation of ward-based fund projects in Maralal Town Ward, the following recommendations are proposed for policymakers:

Policymakers should invest in leadership training programs that emphasize inclusive and adaptive leadership styles. Training should focus on equipping leaders with skills to engage diverse community members, foster open communication, and empower individuals at all education levels to actively participate in project implementation. Establish and maintain effective communication channels between community leaders and members throughout the project lifecycle. Regular updates, community meetings, and transparent communication can reinforce a sense of trust, keeping the community informed and engaged in project activities.

Recognizing the significant influence of cultural beliefs on community participation, policymakers should incorporate cultural sensitivity into project design. Cultural

awareness training for project planners and leaders can enhance their ability to align projects with community values, fostering greater acceptance and engagement.

To leverage the positive correlation between education levels and community participation, policymakers should prioritize efforts to improve access to education. Initiatives could include adult education programs, awareness campaigns, and strategies to address barriers to education. Educated individuals are more likely to contribute actively to community projects.

Develop community empowerment programs that specifically target individuals with varying education levels. These programs should aim to enhance community members' understanding of project goals, their role in decision-making processes, and their capacity to contribute effectively to project implementation.

Encourage platforms for cross-cultural dialogue between project planners, leaders, and community members. This can help bridge gaps in understanding, address cultural nuances, and ensure that project initiatives are inclusive and respectful of diverse cultural perspectives.

5.5 Suggestions for Further Research

Future studies in the realm of community participation in the implementation of ward-based fund projects in Maralal Town Ward could delve into exploring the nuanced interplay between environmental sustainability and community engagement. Investigating how environmental considerations, such as resource conservation, climate resilience, and eco-friendly practices, impact community participation in development initiatives would provide a holistic understanding. Additionally, an examination of the role of social capital, including trust, social networks, and community cohesion, could offer insights into the social dynamics that influence active involvement in project

implementation. Moreover, longitudinal studies assessing the evolution and sustained impact of community-led projects over time would contribute to a comprehensive understanding of the determinants of successful and enduring community participation in the development processes within Maralal Town Ward



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APPENDICES

APPENDIX I: CONSENT FORM

CONSENT FORM FOR PARTICIPATION IN RESEARCH TITLE OF STUDY

Dear Participant,

I invite you to participate in a research study entitled (Determinants of community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County): I am currently enrolled in the (Master degree in public administration and management) at Mount Kenya University and am in the process of writing my Master's project. The purpose of the research is to determine: (Determinants of community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County)

The enclosed questionnaire has been designed to collect information on: (specify)

Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire. There are no direct benefits to you for participating in this research. However, you may find it interesting to talk about the issues addressed in the research and it may be beneficial to the field and to future clients or individuals who have experienced similar concerns

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately *(45 minutes)* to complete. Please return the questionnaire as soon as possible to enable me complete the project report.

If you have any questions about this project, feel free to contact

Francis Wahome Kahiga -070900995 INVESTIGATOR or;

Dr. Charles Nyamwaya – 0724303672 SUPERVISOR

If you have questions about your rights as a research participant, please be in touch with the Chairman, Mount Kenya University, Ethical Review Committee, P.O Box 342-01000, Thika.

Thank you for your assistance in this important endeavor.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

APPENDIX II: INTRODUCTION LETTER

Francis Kahiga Wahome

P.O BOX 216 Maralal

22nd July, 2023.

Dear Respondent,

RE: INTRODUCTION

I am a Master of public administration and management student at Mount Kenya University, currently undertaking my research on the topic — Determinants of community participation in the implementation of ward-based fund projects in Maralal town ward, Samburu County. I would like you to be one of my respondents and rest assured that information divulged to me will only be used for this research and I will uphold your informational and personal confidentiality. I look forward to your cooperation. Thanks in advance.

Yours Sincerely,

Francis Kahiga

APPENDIX III: QUESTIONNAIRE

This survey is designed to gather information about the factors influencing community involvement in the execution of development projects funded by the Ward Fund in Maralal Town Ward. Please refrain from including your name on the questionnaire. Kindly respond to the questions truthfully and accurately by marking (✓) your choice. Ensure that you answer all the questions.

Section A: Demographic Details:

1. Please specify your gender:

Male []

Female []

2. Indicate your age:

18 – 35 years []

36 – 55 years []

46 – 60 years []

60 and above []

3. Educational Status:

Illiterate []

Primary School []

Secondary School []

Diploma []

Degree and Above []

4. Occupation:

Pastoralist []

Business Service/trade []

Unskilled labor []

Skilled labor []

SECTION B

Team Leadership and project implementation

SCALE: Use; 1- not at all, 2-small extent, 3- moderate extent, 4- great extent and 5 – very great extent

	1	2	3	4	5
There should be a sharing of project information by the leaders					
Leaders should address the issues affecting their people before the project takes of					
There is trust between leaders and the community					

The success of the project depends on the type of leadership style practiced					
Community Leaders engage their people/members before the project is implemented in every stage					

Cultural Beliefs on project implementation

SCALE: Use; 1- not at all, 2-small extent, 3- moderate extent, 4- great extent and 5 – very great extent

	1	2	3	4	5
Gender perceptions influence the community members' ability to participate in community development projects implementation					
Hierarchical relationships influence the community members' ability to participate in community development projects implementation					
Community values influence the community members' ability to participate in community development projects implementation					
Cultural orientation in the locality prejudice women participation Community projects implementation					
Community beliefs influence the community members' ability to participate in CDP implementation					

Level of education and project implementation

SCALE: Use; 1- not at all, 2-small extent, 3- moderate extent, 4- great extent and 5 – very great extent

	1	2	3	4	5
Illiterate community members rarely participate in community development projects implementation in Maralal town ward					
Community members with elementary education rarely participate in CDP in Maralal town ward					
Secondary school level of education influences the community members' ability to participate in development projects implementation in Maralal town ward					
Tertiary education level influences the community members' ability to participate development projects implementation in Maralal town ward					
Community members with specialized education (experts) readily participate in CDP implementation in Maralal town ward					

Community Participation on Project Implementation

Please indicate your level of agreement with the statements by selecting the most appropriate option on the Likert scale.

	1	2	3	4	5
Community members actively participate in the planning stages of ward-based fund projects.					
There is effective communication between community leaders and members regarding the progress and goals of WFP					
Community members feel empowered to contribute their ideas and suggestions during project meetings.					
The implementation of ward-based fund projects aligns with the diverse needs and priorities of the community.					
Community members are satisfied with the level of transparency in the decision-making processes related to project implementation.					

APPENDIX IV: ERC



REF: MKU/ISERC/3604

Date: 11 April 2024

TO: FRANCIS KAHIGA WAHOME

REG: MPAM 2020/64201

Dear Sir/Madam,

RE: DETERMINANTS OF COMMUNITY PARTICIPATION IN THE IMPLEMENTATION OF WARD-BASED FUND PROJECTS IN MARALAL TOWN WARD

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2648**. The approval period is **11/04/2024 - 10/04/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

✓ The Chairman
Mount Kenya University
Ethics Review Committee
P.O. Box 342 - 0100, Thika

APPENDIX V: ETHICAL CLEARANCE LETTER



DIRECTORATE OF GRADUATE STUDIES

MPAM/2020/64201

11th April, 2023

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: FRANCIS KAHIGA WAHOME – REGISTRATION NO. MPAM/2020/64201

The purpose of this letter is to introduce the above named student who is pursuing **Master of Arts in Public Administration and Management** in the **Department of Management** in the **School of Business and Economics**.

The title of the research is **“Determinants of Community Participation in the Implementation of Ward –Based Fund Projects in Maralal Town Ward.”** It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **April, 2024 and June, 2023**.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies
Enc.

Mount Kenya University
P.O. Box 342 - 01000, THIKA
Office of the Director,
Graduate Studies

APPENDIX VI: NACOSTI CERTIFICATE

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 463914	Date of Issue: 30/April/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Mr.. Francis Kahiga Wahome of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Samburu on the topic: DETERMINANTS OF COMMUNITY PARTICIPATION IN THE IMPLEMENTATION OF WARD-BASED FUND PROJECTS IN MARALAL TOWN WARD for the period ending : 30/April/2025.</p>	
License No: NACOSTI/P/24/35111	
463914 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

THE REPUBLIC OF KENYA



OFFICE OF THE SUB- COUNTY ADMINISTRATOR
SAMBURU CENTRAL

County Government of Samburu
P.O. Box 3 – 20600, Maralal.

Date: 1st May, 2024

Dear Sir/Madam

REF: RESEARCH AUTHORIZATION- FRANCIS KAHIGA WAHOME REG NO. MPAM/2020/64201

The above named person has been granted necessary research approval by National Commission for Science Technology and Innovation (NACOSTI) to collect research in Samburu County.

The research topic is determinants of Community participation of ward-based fund projects in Maralal Town ward for the period ending 30th May, 2025

Kindly extend to him all the necessary support that he may require.

Yours faithfully,

Rose Lenairerei
SUB- COUNTY ADMINISTRATOR, SAMBURU CENTRAL
SAMBURU COUNTY GOVERNMENT



APPENDIX VII: TURN IT IN REPORT

DETERMINANTS OF COMMUNITY PARTICIPATION IN THE IMPLEMENTATION OF WARD-BASED FUND PROJECTS IN MARALAL TOWN WARD

ORIGINALITY REPORT

19% SIMILARITY INDEX	18% INTERNET SOURCES	5% PUBLICATIONS	8% STUDENT PAPERS
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PRIMARY SOURCES

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