

**INFLUENCE OF SOCIAL HETEROGENEITY ON PERFORMANCE OF  
DEVELOPMENT PROJECTS IN LUGARI SUB COUNTY, KAKAMEGA COUNTY, IN  
KENYA**

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## DECLARATION

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

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## DEDICATION

I am delighted to honor special people in life to whom I now dedicate this work. They are my lovely wife Janet whom I single out for her immeasurable support, patience, and encouragement during this period of study. Besides her, I make special recognition to our children-Immanuel, Lindah and Linah whose presence in my life has continued to inspire me to think responsibly, positively, and always act in a manner that sets a pace for them to emulate. Beyond them I also know and recognize the sacrifice that unique people including uncles and aunties, and grandparents, who denied themselves their well-deserved opportunities and resources and channeled towards my education. It is because of such sacrifices that I am what I am today. You occupy a special place in my heart. To all I say a BIG thank you.



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Undertaking my dream course in Development Studies at master's level was a journey that came with a lot experience and challenges for me. My many attempts to enrol in this course lasting over 20 years was curtailed by limited vacancies within the then one institution in the country that offered this course until Mount Kenya University ventured into this space. On that account, I first and foremost salute Mount Kenya University, being a university of choice that provided an opportunity for me to pursue my dream course which also came with a lot of versatility to accommodate virtual learning that benefited me and many who would not find time to study full time. Secondly, I wish to note that reaching such a milestone of completing this course and this project specifically was never going to be easy if it was not for the immeasurable encouragement, motivation, handholding, and professional support from many people I consider as very important to my academic journey and to whom I will forever remain grateful. I got great support from both colleagues and lecturers in the department of Social and Development studies. The list may be long by I single out Dr. Naomi Mangatu, Dr. Benson Muoka, Madam Ngunyi, Dr Judy Mwangi, as well Dr. Robert Atambo from whom i have received great support along this journey. However, I wish to recognize and with deep, sincere, and uttermost gratitude my current supervisor Dr. Naomi Njoroge who has tirelessly held my hand through the project phase and gave me the much-needed professional support during this journey and also kept me on my toes. To you all, with deep gratitude I wish to extend my overwhelming appreciation for whichever role you played in my studies.

## ABSTRACT

This study explored how social heterogeneity influenced the performance of three specific development projects, namely Western Kenya Community Driven Development and Flood Mitigation Project, National Agricultural and Livestock Extension Programme & Small Dairy Commercialization Programme within Lugari, Kakamega County. Many studies have raised alarm on the poor performance of donor funded projects and have advanced different reasons as being responsible and so is this study. The findings from this study aim at providing insight into the subject of study and furthermore add new knowledge to the existing body in the field of social development and more specifically on the place of social interactions. The study employed a descriptive research design where 94 households were sampled through cluster sampling technique. It adopted a questionnaire as the tool for collecting required data from the respondents. Data reliability was ensured through administering a test and re-test on a pilot scale to a group of individuals who exhibited similar characteristics to the actual sample which brought out the same results. Opinions were then sought from experts/lecturers in the department of Social and Development Studies to establish the validity of the adopted research instrument. Descriptive statistics was used for analyzing the collected data. The collected data was organized and analyzed through statistical package for social sciences (SPSS) and MS Excel which supported to determine the Sum, Mean and Standard deviation. The analyzed results were presented in tables. It also confirmed level of influence for each of the variables through a correlational test using Pearson product moment which analyzed the data and p-value tested the significance level. The analysis established that three variables-economic, educational, and social capital diversities positively influenced project performance while ethnic diversity had both a positive and negative influence. This study also revealed that these projects' benefits accrued only to fewer people and still were not long-lasting making the projects unsustainable. The study makes the following recommendations: that ethnic diversity need to clearly be understood and factored into the design and implementation of projects if they are to achieve desired results. Secondly, that deliberate effort by development agents should be made to ensure the wealth status of project members does not take over to undermine the desire by those from the lower economic strata to express themselves and participate in collective initiatives within their communities. Thirdly, that development agents be cognizant of the twin role education levels play in shaping the direction of a project where it could aid or thwart collective action. Finally, that social capital building in its different forms is vital to enhancing project performance, so this should be harnessed.

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## ABBREVIATIONS AND ACRONYMS

FGDs	Focussed Group Discussions
IFAD:	International Fund for Agricultural Development
MDGs:	Sustainable Development Goals
NALEP:	National Agricultural and Livestock Extension Programme
NACOSTI:	The National Commission of Science, Technology and Innovation
OECD:	Organization for Economic Cooperation and Development
SDCP:	Small Holder Dairy Commercialization Programme
SDGs:	Sustainable Development Goals
SIDA:	Swedish International Development Agency
UNDP:	United Nations Development Programme
USA:	United States of America
USAID:	United States Agency for International Development
WKCDD/FMP:	Western Kenya Community Driven Development and Flood Mitigation Project



## CHAPTER ONE

### INTRODUCTION

#### 1.0 BACKGROUND TO THE STUDY

The Development agenda, which connotes transforming a state of a society from one lower level to a better one has been and remains a global going concern with the developing countries- better known as third world being the major focus and has registered significant rise annually. In 2022 alone for instance, combined aid channeled towards development within the developing world was \$204 billion, being an increase from \$186 billion recorded in 2021 (OECD, 2023). While this is the case, multiple studies have indicated that development efforts by diverse agencies across the globe have generally failed to achieve expected benefits or they were rated as performing below the expectations. This low or negative score on project poor performance has kept pricking the minds and conscience of development practitioners as well as scholars throughout development history (Yalegama, et. al, 2015). To which Barakat, Bendou, and Martin, (2015) are categorical and say this remains a grey area. This worrisome situation has to a large extent characterized the level of donor fatigue that is commonplace.

Apparently, the documented failures are noticeable globally, regionally, and locally. A sample of recorded project failure include within the USA, where a study documented that only 32% projects were reported to have succeeded, 44% were challenged and 24% of projects failed (Standish Group, 2013). It is so within Japan whose Community-Based Disaster Management programs were reported to have underperformed despite multiple donors and government resources pumped into it. Other example are cases of the improved stove project in South America, the World Bank assistance programs in Haiti (1986 to 2002), the Spanish funded water pump project in Afghanistan, as well as community forestry programs in Nepal. All these failed the sustainability test or were rated unsatisfactory (Bryan et al. 2009). This review at the global arena demonstrates a painful reality that a high percentage of development projects are recorded failures. With this challenge being such rampant, is the reason why many experts, scholars and practitioners are disturbed.

At the regional level, there are recorded funded projects within our African continent also which exhibit similar characteristics as was found out at the global level. This reality is reflected on projects in Nigeria (Paul, 2010), South Africa (Ndou,2012) and Uganda (Busiinge,

2010). Moyo, (2009) while looking inwards within Africa, was very category then when he observed that despite long decades of development aid - over US\$1 trillion then, our continent remained the poorest in the world. Our predicament with funded projects is ably captured through such observations reflecting the realities of why there are hard feelings and struggles within the development arena.

Locally, Kenya is a good case of countries that have been beneficiaries of donor funding geared towards development and it is documented that the amount has been steadily rising every year (Ababa 2013). Regrettably, despite these huge investments, its impact on the targeted poor is quite insignificant or highly debatable if it can be felt (Oino, e.t.a.l, 2015). Similar sentiments are shared from the results documented on development programs in Kwale County and those projects funded by Njaa Marufuku in Kiambu (Kalu, & Otieno, (2019). In fact, cases exist where a typical community-based program's lifespan is relatively short and much more dependent on the donor's funding presence, but it quickly takes a nosedive upon the expiry of its funding. The common narrative running through from the foregoing it that it is quite unfortunate situation.

With such reality coming to the fore that indeed project failure rate across the globe, regionally and locally is very high, various scholars and practitioners have thrown the spanner into workers to argue on the probable causes of this state of affairs that returns the same negative outcome and also endeavor to propose diverse solutions. One school of thought asserts that successful implementation of projects depends on how social heterogeneity is managed (Mansuri and Rao, 2004 and Swati, et.al 2018). They classify social heterogeneity into— Ethnic diversity, Income inequality and Landholding inequality (Swati, et.al 2018). This line of thought forms the key interest of this study. This study therefore explores the role of social heterogeneity on the performance of three different development projects within Lugari sub county in Kakamega County. In the next section, the researcher discusses the various categories of heterogeneity that are of interest to this study are discussed below. These are ethnic, income, educational & capacity as well as social capital diversities. They are discussed in the same order as they have been listed.

## **Ethnic diversity**

There are two schools of thought guiding this discussion-where one arguing that ethnic diversity has a negative influence while the second see it as having positive consequences. The first school argues that once a society exhibits socio-cultural heterogeneity, it automatically produces differences in interests which are key triggers of the common challenges exhibited in building agreements and enforcing norms. They argue further that within such a setup, distrust and resentment are common as some sections want to demonstrate attitudes of superiority over others. Such a social system also is characterized with violation of social norms, one group dominating over another, inequitable distribution of resources, disunity, social exclusion, and discrimination. As a result, this reduces participation in social activities and the rate of volunteering. At the macro level, these have led to lower rate of public goods provision, poor economic performance, increased social polarization, lower investment rate and increased public consumption as well as negative ramifications on human development (Andersson & Agrawal, 2011 and Nyaura, 2018).

The second school of thought however discounts this argument and asserts that there are greater benefits ascribed to ethnic diversity than imagined. From this perspective, ethnic diversity is a key driver to increased social entrepreneurship productivity & efficiency as well as higher and faster economic growth. This spurs great benefits for sectors specializing in innovation & creativity, communications, and utilities. They also argue ethnic diversity can be responsible for political stability (Ayob, 2018; Momani, & Stirk, 2017). This group argue that the challenges being ascribed to ethnic and socio-cultural diversity are due to some other factors including inequalities within the political system, Government's discriminatory policies and if diversity based on linguistic groupings is promoted as well as propagating the subjective meaning of ethnic fragmentation and negative attitude towards diversity.

## **Income diversity**

Income diversity has been identified as one of the key determinants of participation within the community, social and development initiatives. It determines the levels of collective action in terms of amount of effort, interest and urge to participate. It is noted for instance, poor households do shy away from collective action if the cost of participating is higher than the perceived benefits (Negi, et al, 2018). In furtherance of this line of thought, it is argued that participation has often been characterized by monetary contribution which therefore appeals

more to those with better incomes who then emerge as active participants than those without money. This viewpoint observes that individuals are also keener to participate in social activities where counterpart participants fall within same income bracket (Bisrat & Kassa, 2016; Kimani & Kombo, 2011; and Alesina & Ferrara, 2002). From this discussion, we deduce that indeed, the existence of different economic standards amongst a group or community makes the poor to only exist as passive participants for lack of a reasonable motivation to take an active role or influence in the social mobilization towards initiatives that are being fronted.

### **Educational and capacity diversities**

Differences in educational and capacity levels within a particular community impact differently on their interest to engage in any development initiative. A participating community's high education levels and awareness is a key factor in project performance as it contributes to higher successes of projects. This is so because it is responsible for transforming, enhancing knowledge, and empowering an individual. In fact, it is argued that this enables a person to broaden their thinking and make decisions that are rational. Besides, it makes people have high interest in the happenings within their neighborhoods as well as increasing their desire to participate in them (Allen, et.al, 2012). High educational and awareness levels also increase their level of understanding on why they ought to participate in community affairs and this also enhances their communication capability (Mohammed, et.al, 2017). On the contrary, those with low levels of education often get excluded from most consultation processes (Kakumba & Nsingo, 2008; Meremiya, 2017; Muhammad, et al, 2011; Odhiambo, 2014; and Miruka, 2016). This discussion and analysis therefore speaks to the fact that although a well-educated group will have a bigger world view towards development matters but on the other hand educational differences often create barriers and bottlenecks for the disadvantaged within the target community without intending to.

### **Social capital**

This has been accepted as a critical form of resource playing a key role in determining the direction and pace of social mobilization and development. Social capital is about social relationships whose key characteristics include availability of generalized trust as well as norms of reciprocity, civic engagement, and social networks. Broadly it is a collective asset depicting a group's social relations, networks, and institutions. It also amplifies the shared values, beliefs, norms as well as trust which shape the nature and direction of cooperation of

the relevant group to ensure the benefits realized reach all those who are involved (Bhandari, & Yasunobu, 2009). Social capital is featured in multiple forms of classification. First, it can be classified in terms of structure and cognitive, then in form of bonding, bridging, and linking. It could also be described as strong or weak, or still as vertical, or horizontal. There is also another form of classification where it can also be viewed from a social perspective (i.e., individual, and collective levels) or geographic perspective (i.e., micro, meso and macro levels).

Experts have argued that social capital is beneficial to the development arena because most economic behaviors abide within social networks. Here are listed some of its notable benefits to a social system: - it benefits in supporting those involved to get more information, increasing their social cohesion, enhancing their civic engagement, reducing opportunistic behaviour among them, increasing the civilians' rate of participation in political processes as well as enhancing government's ability to respond to the needs of its citizens and also promoting its rates of efficiency. Other benefits also include reduction in costs of transactions, guarantees against risk and uncertainties as well as supporting in solving problems that impede organized group actions (Welzel et al., 2005). Social capital's other documented positive effects include benefits towards social welfare, educational & health outcomes, as well as gaping tax evasion (Hombres et al., 2006). Further, social capital's recognized contribution to enhanced mutual support and cooperation is particularly responsible for improving participants' livelihood through capacity building, better community governance, income generation, and promotion of innovations. However, it is observed that social capital's best results are realized if it is operationalized in harmony with the local conditions of the respective society (Mwangi, & Ouma, 2012). From this review we can confidently conclude that indeed social capital, well leveraged on, possesses that potential to realize development and it will be of interest to establish how it has contributed towards the implementation of the projects that are being investigated.

## **1.2. The Statement of the Problem**

The government of Kenya with support from diverse development partners has been carrying out development programmes aimed at reducing poverty and improving the living standards and welfare of the majority rural poor populations. Yet little is available to show for these efforts. Three programmes-National Agriculture Livestock Extension Programme (NALEP-

SIDA), Small Holder Dairy Commercialization Programme (SDCP) and World Bank's Western Kenya Community Driven Development and Flood Mitigation Project (WKCDD/FMP) have been implemented at different points in time in the last 15 years within Lugari and Matete divisions of Lugari Sub- County, Kakamega County for the goal of transforming communities and raising much of the poor out of their situation. Documented evidence indicates that only between 30 and 50 percent projects are rated as completed from these interventions (Philippe, 2013). Besides, completion rate, it is recorded that the challenge arises at the rate of projects' operationalization which is very low (OPTO, 2006, Bonilla, et al (2017) since many beneficiary communities are still suffering from food insecurity (Philippe, 2013).

Lugari sub county which is the location of this study has two distinct socio-cultural and economic set of characteristics with Lugari division being a quasi-rural setup but cosmopolitan settlement scheme with less traditional and cultural ties but instead occupied by diverse social-cultural groups and communities co-existing together. On the other hand, Matete division is purely a rural setup that is characterized by indigenous and near to homogeneous socio-cultural groups sharing strong cultural and traditional beliefs and practices but differentiated only by their clans. This study is interested in examining how social heterogeneity's ethnic, income, educational and social capital diversities have contributed to the performance rate of the above listed projects.

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

The study purposes to investigate how social heterogeneity influences the performance of development projects in Lugari Sub County, Kakamega County, in Kenya.

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

The study will be guided by the following four objectives:-

- I. To determine the influence of project beneficiaries' ethnic diversity on the performance of development projects in Kakamega County.
- II. To examine the influence of project beneficiaries' income diversity on the performance of development projects in Kakamega County.
- III. To determine the influence of project beneficiaries' educational and capacity diversity on the performance of development projects Kakamega County.

- IV. To assess the influence of project beneficiaries' social capital diversity on the performance of development projects in Kakamega County.

### **1.5 Research Questions**

Here below are the questions generated from the objectives that this study will be inquiring into:

- I. How does project beneficiaries' ethnic diversity influence the performance of development projects in Kakamega County?
- II. What influence does project beneficiaries' income differences have on the performance of development projects in Kakamega County?
- III. Do project beneficiaries' educational differences have an influence on the performance of development projects in Kakamega County?
- IV. Do the existing differences in social capital among project beneficiaries have any influence on the performance of development projects in Kakamega County?

### **1.6. Significance of the Study**

The study is likely to unveil prevailing impediments to project performance that are being witnessed within the study area which may be reflecting other projects locally, regionally and across the globe and hence informing development agents a better way to adopt in designing and investing in projects that will be impactful and lower donor fatigue. It is also hoped it will inform Kenya's government policy making organs to repackage relevant development approaches that will transform many communities out of poverty while making maximum utilization of limited resources. It is further hoped to contribute towards better results that will support the realization of the Kenya government's Vision 2030, the global Sustainable Development Goals (SDGs) as well as supporting Kenya's planning department in better policy formulation, planning, implementation oversight all the way to monitoring and evaluation of results.

### **1.7 Justification of the study**

There has been a general concurrence within development discourse that higher rates of project success from a development intervention are a function of the degree of homogeneity of a community within which such a project is taking place. However, the noticeable levels of success witnessed within a socially heterogeneous community under our study points to some

underlying issues that once exposed can contribute significantly to the development discourse and literature on this subject as well as fill some gaps that currently exist. This study will unpack social heterogeneity and bring to the fore important features that are key propellers to the witnessed state.

### **1.8. Scope of the Study**

While there could be many factors that are seen to be responsible for the success or failure of a project, our interest is to study how the existing social heterogeneity (ethnic, educational, income and social capital diversities) influence the rate of performance of three development projects within the two sets of communities under investigation. This study will confine itself to two sets of environments: Matete -a purely rural and whose ethnic diversity is based on Luhya sub-tribes and multiple clans that have pronounced features and Lugari - a socio-culturally mixed set up whose diversity in ethnic composition is of majority Luhya sub-tribes but also has other tribes of Kenya (commonly referred to a settlement scheme). It will also narrow to beneficiaries of the three government programs that were initiated and implemented within Lugari sub county of Kakamega County-which are NALEP/SIDA, SDCP, and WKCDDFMP that were implemented within the last 15 years.

### **1.9. Limitations**

The study will limit itself to people's opinions at its face value, as captured from questionnaires without any further avenues for independent verification-reliance on self-reported data. To mitigate this, the researcher will train the research assistants on probing skills and asking the same question in different ways to confirm the responses. Secondly, the researcher will depend on getting access to relevant people, organizations, as well as documents. This is not guaranteed 100% due to common tendencies for suspicion and lack of trust from the respondents. The researcher will endeavour to get access through the recognized government administration and make prior clarifications of the purpose of this study so that no grey areas are left hanging. Third, the rural community can only be reached effectively through vernacular which the researcher is limited. The researcher will deliberately recruit the research assistants who are locals and knowledgeable in translating and interpreting English and vernacular but a thorough training and review of the interview questions to the research assistants to minimize this limitation. Thereafter researcher will purely rely on what the research assistants captured from their translation of information given in vernacular.

### **1.10 Delimitations of the study**

This study narrowed its focus to two divisions in Lugari subcounty- Lugari and Matete divisions where the projects being investigated were implemented. It selected a sample of 94 households and was settled on to ensure it is manageable yet representative of the target population. This is because of time and financial resources constraints. It investigated only those who benefited from the project without getting alternative opinions from those who were yet to benefit though they belonged to those groups. The questionnaire was also settled on as the appropriate research tool since it's easy to use for it sought guided information.

### **1.11 Assumptions of the Study**

This study makes several assumptions: - first, that the researcher will have easy access to people, organizations, or documents that will be relevant to guide this study. Secondly, that any likelihood of serious communication challenges given that some part of our sample is purely rural will be minimized by identifying and hiring highly competent local Research Assistants. Thirdly, that the respondents will create adequate time and cooperate during the interview. Finally, that the respondents will be as truthful as possible as they respond to our interview questions.

## 1.12 Operational Definitions of Terms

**Community:** In this study reflects either the rural homogeneous set up that Matete represents or the culturally diverse and heterogeneous set up that Lugari represents.

**Community Participation:** Refers to deliberate interest in a development initiative that has invited full and active involvement designing, seeing a project through and being proud of the results achieved at the end.

**Development:** a process of transforming a community/society from a bad situation to a better one

**Development projects:** funded externally funded initiatives meant to transform a certain community socio-economic status.

**Diversity:** different elements found together

**Educational diversity:** observed differences resulting from levels of education and skills that different members possess.

**Ethnic diversity:** socially constructed differences based on language, culture or any socially defined parameters.

**Income diversity:** observed differences based on wealth.

**Influence:** ability to sway a state towards a certain outcome.

**Project beneficiaries:** are those who were targeted by the project or who received benefits from the implemented project.

**Project performance:** meeting outcomes and impact that were envisaged while conceiving a project.

**Social capital:** This is about the existence of deliberate social formations, networks and relations formed between individuals or groups in a particular community that are designed to enhance social cohesion and support for members of the community towards certain goals.

**Social heterogeneity:** This is the existence of diversity in the social construction of a community particularly comprising different clans, professions, different levels of exposures and aspirations.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews past studies and their relevant contributions to this study with a focus on how social heterogeneity influences the performance of development projects. This will enable the study to develop new knowledge that will be identified out of the gaps in the reviewed literature. These gaps once bridged would contribute to enhanced performance of development projects. The study analyses four independent variables- being ethnic, income, educational and capacity and social capital diversities, and their contribution to performance of development projects which is the study's dependent variable. Further, a conceptual framework is used to demonstrate the relationship between the variables being studied. Ultimately, an operationalization chart is included in this chapter as a description of the variables, their measures, and indicators.

#### 2.2 Empirical literature

This section discusses in detail the reviewed literature that is relevant to this study. These are the four identified elements of social heterogeneity, thus: - ethnic diversity, income diversity, educational and capacity diversity and social capital diversity with an interest to establish their influence on performance of development projects.

##### 2.2.1. Influence of ethnic diversity on performance of development projects

In this review, ethnic diversity will also be referred to as socio-cultural diversity. Seen as a key element within social heterogeneity, the review of the role of socio-cultural heterogeneity in determining the direction of a community's developmental direction is of paramount essence. Two opposing arguments have been advanced regarding the role of this element to development projects. There is one strong assertion that where socio-cultural heterogeneity exists, there exist challenges in managing of common public resources since differences in ethnicity, social class, or caste propagate differences in preferences and interests amidst the group making any effort to build agreements as well as enforcing social norms difficult. The argument further goes that such heterogeneity is responsible for distrust, resentment, discrimination, superiority or dominance of one over the other (Shiferaw, Kedebe, & Ratna, 2009; Shiferaw, Tewodros, & Reddy, 2009; Andersson & Agrawal, 2011;). At the global

stage, this is confirmed from studies regarding access to local Common Public Resources and decision-making forums in India, infrastructure maintenance of irrigation structures in Mexico and South India, community led water projects within India and Nepal as well as on US localities (Bardhan & Dayton-Johnson, 2001) and Alesina & Ferrara, 2002).

A keen review of this aspect in relation to development projects in the African region agrees with the findings recorded in the above global picture. It is observed that existence of different ethnic groups in a country are responsible for the remarkably poor performance on the economic arena of most African countries. Specific examples include cases where studies have demonstrated that ethnic diversity has contributed to low school attainment, poor infrastructure quality and markets that are highly distorted since they are captured and often controlled by the black-market. According to some experts, socio-cultural diversity is responsible for the observed difference in growth among economies of East Asian and sub-Saharan African countries between 1965 and 1990. It also fingered for perpetuating inequality as was found in some Tanzanian studies (Tiemann et al., 2006, La Ferrara, 2002a). The above reviews are strongly convincing of the need to considerably factor into play the dynamics relating to socio-cultural diversity while planning of any developmental undertaking that is communal or societal scope.

On the local scene, Kenya is known for its highly diverse socio-cultural groups and therefore a review of its impact to social mobilization and development is also of great interest to this study. On this matter, Miguel, and Gugerty (2004) found out that ethnic diversity was found to directly speaks to the recorded lower primary school funding that was responsible the poor looking state of school facilities in western Kenya. It was also responsible for failure of many of the water pumps in the same region due to poor maintenance by committees simply because they were composed of different socio-ethnic groups and hardly cooperated or trusted each other. In tandem with the western Kenya study, La Ferrara (2002b), while examining how heterogeneity plays out in production cooperatives (“self-help” groups) within informal settlements of Nairobi, found that one’s ethnicity was a key to one’s ability or ease of access to group resources and particularly affordable loans. In this case, it was established that members who shared the chairperson’s ethnicity had 20 to 25 higher chances to get a node to borrow compared to those from different ethnicities. By implication, the members from ethnic

groups away from the chairman's felt discriminated against and such are likely causes of strife and eventually can lead to collapse of groups. The foregoing review suffices to conclude that socio-cultural diversity is a critical element that can make or break collective action generally and developmental initiatives in particular and without due attention being accorded to it then the chances of project success are lowered.

### **2.2.2 Influence of income diversity of project beneficiaries on performance of development projects**

Having considered the reviews on the role of socio-cultural diversity, this section now delves into the contribution of Income diversity as another key aspect of social heterogeneity. This is simply about a situation where there is wealth inequality between members of a social group. In their study of this subject within the US, Alesina and Ferrara, (2002) found that low trust among people within certain communities was resulting from income heterogeneity. It further revealed that people within such groups were interested in pursuing social activities which were dominated by people from their own income bracket. Other studies give similar results as reported in Nepal and India as well as twenty-nine African and Latin American communities. This scenario was also recorded within the study on the participatory projects and social funds for Jamaica, Malawi, Nigara, and Zambia. The common theme among all these is the domination of the process by "prime movers" (Swati N. et al, (2018). Apparently, it is coming out as a fundamental principle that differences in incomes determines how people within a social group relate to one another and more importantly how they cooperate towards a common goal that requires a pronouncement or contribution of resources.

Within the various countries in Africa, it has also been found out that income diversity plays a role in social integration. Studies that have delved into this field of study include Trond, (2000) who reports of how collective action in Nigeria became difficult to achieve due to diversity in economic wealth, access to land and common-pool resources. Another study in Tanzania by La Ferrara, (2002a) shows that the degree of participation by groups in social activities which aim at providing its members with economic benefits or informal insurance becomes weak depending on their income heterogeneity. A similar case is reported by Bisrat and Kassa (2016) in their study of some Ethiopian communities.

Having reviewed the role of income diversity at the continental level, we briefly step lower to look at some of the studies on this subject conducted locally within the Kenyan context. First, Meremiya, H. (2017), in a study of urban redevelopment of Muthurwa in Nairobi, found that poorer sections of the population are denied a chance to take part in consultations which ends up obstructing such group's civic capability. This is also the case with La Ferrara (2002b) in their study of the role of income ethnicity within the western Kenya schools and water pumps' projects which has been cited earlier. Further, while studying Projects in Rural Kenya, Kimani, and Kombo, (2011) found that individuals' level of income is directly proportional to levels of community participation within schools' development and Income Generating initiatives. We conclude from these reviews that poverty plays a key role in limiting participation of the community especially where contributing funds towards the project is a requirement.

While the foregoing reviews demonstrate that income diversity hinders a harmonious social integration of the poor and their participation towards any developmental agenda, this study is of the opinion that it is also possible to see the poor and low-income community members being attracted more towards collective socio-economic initiatives, hoping that it is an avenue meant to transform their lives and may hang on such group agenda more than the high-level income people who prefer individual business activities.

### **2.2.3 Influence of educational level diversity of project beneficiaries on performance of development projects**

Many studies opine that education and capacity differences within any given community play a significant role in how they perceive, respond to and decide to participate in socially conceived projects. It was for instance reported that the more years of schooling one had directly contributes to their higher level of participation within socio-economic initiatives. This is because more education enhances one's level of social interaction as well as the quality of socio-political outcomes. This implies that a civic participation process can only be built if those who participate have a higher level of education as well as information regarding the issue. This was the case in the studies conducted both in the US and in India (Alesina, 2000). In their study on Nigeria, Muhammad, et.al, (2011) found out that educational level was a positive and significant factor in influencing beneficiaries' participation within a social collection agenda or project. This is in concurrence, Bisrat and Kassa (2016) in their study within Ethiopia.

Locally within Kenya, it has been established the existence of similar trends as had earlier been reported from the global and continental levels hold water on this matter. Meremiya, (2017) in a study of urban redevelopment of Muthurwa in Nairobi, found that higher education makes people interested in the happenings within their neighborhoods as well as increasing their desire to participate. In another Kenyan study, Gugerty and Kremer (2000) found that externally funded projects attracted into leadership people who were wealthier and more educated. In a similar vein, Kimani and Kombo (2011) in their study of projects in rural Kenya noted some poor performance since participants with post- secondary education were few as they worked in urban areas. So far it has been determined from the foregoing discussion and review that the education levels influence level of participation where the highly educated are more proactive than the other group.

#### **2.2.4 Influence of Social capital diversities of the project beneficiaries on performance of development projects**

Social capital has been projected, advocated for and accepted as a critical form of resource that plays a key role in determining the direction and pace of social mobilization and development. This being the case, experts agree that social capital plays a very pivotal role in building communities' common approach to the social challenges and seeking for solutions. This was the case as documented from the study on the 60 villages in India involved in watershed management as well as in 48 American States (Krishna (2001). The foregoing review has confirmed a positive link between social capital, household welfare, and poverty.

Regionally, a study on how social capital contributed to economic outcomes at village level was examined in Tanzania which confirmed the positive role heterogeneity of group membership plays in economic outcomes. Similar results were reported in studies in Ghana, where social networks were found to play a crucial role in exchanging information regarding new technological developments among small firms. A case of cooperatives in as documented in the study in Morocco also demonstrates that people participated in cooperatives for general community benefit more than personal income, while in another study within Nigerian established that membership of cooperative society was a significant factor influencing beneficiaries' participation in the project. (Muhammad, Umar, and Abdullahi, 2011). The

scenario here is that the more an individual participates in cooperative associations the more likely he is to benefit in the project.

Locally, related studies have been conducted in Kenya and they seem to be speaking the same language. There has also been found some socio-economic benefits of belonging to informal organizations within some areas of Kenya. On this matter, Nyangena and Sterner (2008) examined membership in various community groups within three districts in Kenya- Machakos, Kiambu and Meru, where Machakos recorded higher association membership and diversity. The essence of these higher number of associations was to support improve households' alternative income-generating potential including purchase of durable assets, enhancing family welfare as well as acting as a safety net against unforeseen risks, helping during hardship and access to credit and also to manage crises like illness, death, school fees, and price uncertainty. Machio, et.al, (2020) also found that social capital contributed to women's empowerment in Murang'a County. Similarly, social capital promotes financial inclusion since it increases access to informal loaning programmes. Further, Wambugu, et.al (2009) during their study on impacts of Social Capital on Groundnut Growers performance in Western Kenya found more heterogeneous rural producer organizations performing better. This is attributed to the existence of diversity in ideas as well as complementary skills. Another study by Ekiru, et.al, (2020) on food security projects in pastoral areas showed a positive influence but the correlation varied with type of social capital. The foregoing review convinces us that indeed social capital diversity is a fundamental asset that contributes towards social mobilization and development. This study's interest is to establish how extensive this is so for the proposed study area.

### **2.3 Theoretical Framework**

This section addresses the various approaches to development which will guide the study. Two theories are identified as having more relevance-they are: -Social development theory (Jacobs, et.al, 1999) and Social Change and Human Development Theory (Greenfield, 2009). The two are discussed in detail below. However, for this study social development theory was adopted as the most appropriate one to guide the study.

### **2.3.1 Social Development theory**

The Social development theory provides an explanation for the qualitative changes taking place within the social fabrics of a particular group which help it achieve its goals (Jacobs, et.al,1999). This theory argues that development is a process of social change occurs when there is increasing awareness within the membership of a respective society and often results in a better organization of the said social system. This is so in the sense that when society senses and foresees new and better opportunities which can catapult it into some new level of progress, the said society will endeavor to develop new organizational structures that can support it to exploit the anticipated openings successfully. According to Jacobs, et al (1999), these restructured organizations stand better chances of harnessing the available energies, skills, and resources towards the identified opportunities to ensure they are well utilized to achieve those anticipated results.

There are basic elements that propel development to occur according to this theory. First, a motive driving the social change plus relevant preconditions which provide for the said change to occur. Secondly, is society's organizational capacity of the resources in a manner that counters the challenges and meets the opportunities. In essence, there must be pioneers who introduce and run with the innovations, new practices, or habits that are often resisted in their formative stages by the conservatives but will ultimately accept; imitate, organize, and use these innovations which eventually get full community's acceptance. This theory supports the study to analyze how the different capacities through the different aspects of social heterogeneity which is exhibited within the two communities and how they impact on levels of adoption and performance in projects.

### **2.3.2 Social Change and Human Development Theory**

This theory explains how changes in the socio-demographic state of a social system reshape the cultural values and environments which are responsible for learning that eventually shift pathways that direct a society's developmental journey (Greenfield, 2009). In this case, cultural values are reorganized by adaptive processes leading to individualism while its developmental outlook moves more toward independent social behaviour as any ecological variable attempts to move in a "society" direction. The theory asserts that socio-cultural environments are not stagnant for both the developed and developing world which by implication ought to be treated as a dynamic process in developmental research. To Greenfield,

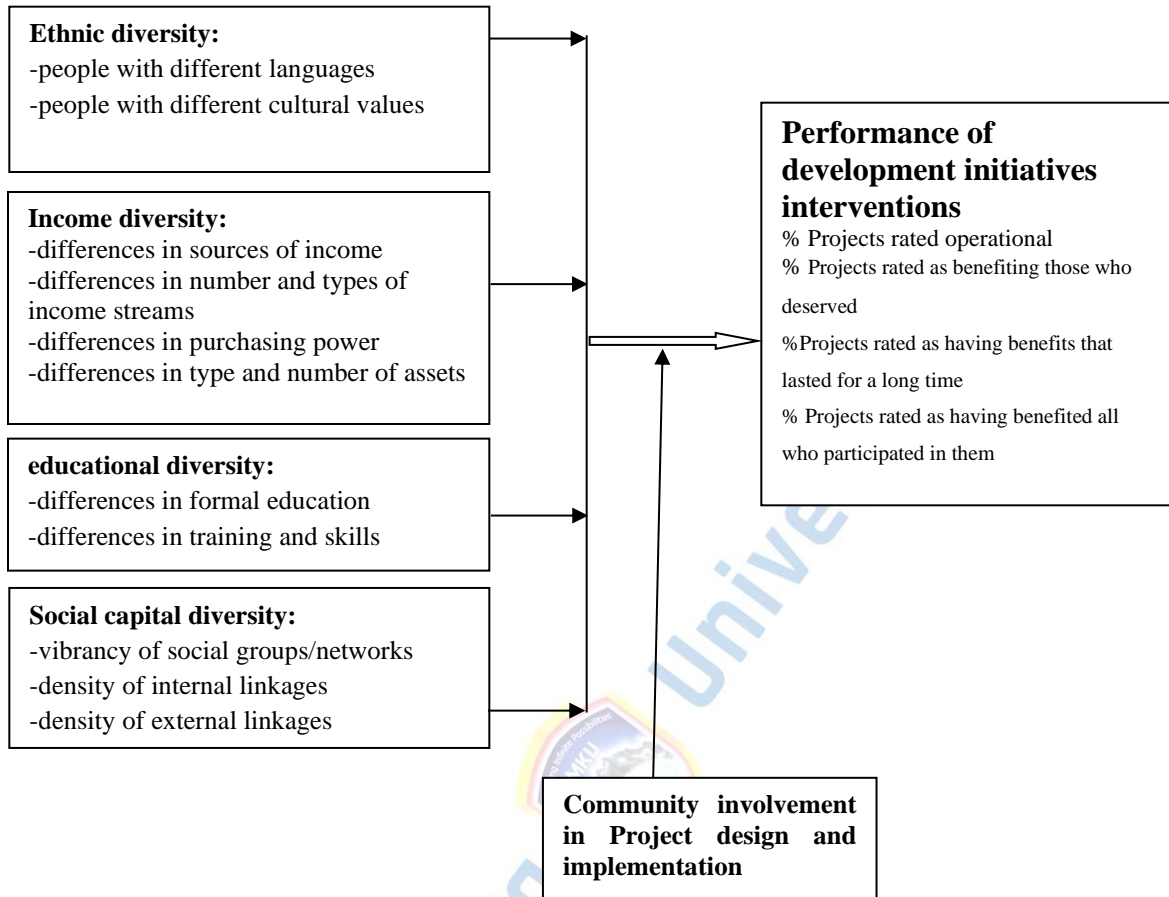
this theory explains how changes occur in socio-demographic conditions and push further transformations within cultural values and developmental patterns across many generations. The differences in the developmental levels and /or rate of adoption of development initiatives that are witnessed within the study area can be attributed to the different stages of development the two communities are. This theory becomes relevant as it helps to look at the two sampled communities with a keen interest to establish to what extent this noted variable influences the dynamics witnessed.

#### **2.4 Conceptual framework**

According to Mugenda & Mugenda (2003), a conceptual framework is a hypothesized model identifying the concepts under study and their relationships).It presents in a diagrammatic form the way the researcher has conceptualized the relationship between the independent and the dependent and the confounding variables. This section provides a structural description of the relationship between the four identified elements forming social heterogeneity that are under this study on the performance of development projects. The framework below is an illustration of possible underlying social heterogeneity aspects which Influence the performance of development projects. On the left side are grouped the independent variables but not in any order of importance while the dependent variable sits on the right hand and in between they are linked through an arrow as a sign of direct relationship.

## Independent variables

## Dependent Variable



**Figure 2.1: Conceptual Framework**

In this model, it is postulated that social heterogeneity which manifests in the form of existence of different ethnic groups, existence of different educational levels and capacities, existence of different income classes, and existence of multiple forms of social capital, has a direct influence on performance of development projects. Other than that, the researcher has also identified the involvement of the beneficiary community in design and implementation of the project as a mediating variable. This conceptual model points out a direct relationship between these various independent variables and how development projects have been accepted and implemented within the study area.

## 2.5 Recap of literature review and Gaps

This chapter has endeavored take a deep look through and review the various studies that have been conducted on this subject of social heterogeneity. The empirical studies reviewed so far give a dual role for social heterogeneity that exists within any development group. In the foregoing reviews, it has been established that social heterogeneity either leads to increase or decrease of social interaction based on the two schools of thought. Those who argue that social heterogeneity decreases social interaction have observed that its presence within a social group is responsible for polarizing and weakening the respective group. However, another side of the divide argue that social heterogeneity it is responsible for strengthening a group's identity. It is therefore advanced that how well social heterogeneity is "managed" can determine the level of success of a certain community's development agenda or collective action. Overall, the contributions by ethnic, economic, educational, and social capital diversities have been reviewed and discussed in great detail and within those discussions, these two common themes have kept coming out. So far, each group's assertion and their position seem very valid. This therefore makes it a complex concept for study.

With all the studies that have been reviewed, of interest to this study is that these studies have variously studied the different variables within social heterogeneity but not put all the four variables within one study. The researcher's interest is therefore to determine how each of them is responsible for the project performance levels that have been witnessed and documented. This study will attempt to bring in this form of thinking.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter shares the research methodology adopted for this study. Methodology is simply the criteria used in research for collecting & analyzing data and then coming up with the study findings and conclusions. In essence the methodology shares the research design which this study employs, where it is located, who is the targeted population, the sampling procedures and size. It also covers which research instruments are to be employed, the measures taken to ensure its reliability and validity as well as highlighting the ethics guiding the research.

#### 3.2 Research Design

Research design refers to that general plan regarding what one does to answer the research question (Saunders, Lewis, & Thornhill 2012). This study employed a descriptive research design. This is described as a statement of affairs about objects of study in their present state in such a manner that the variables cannot be controlled by the researcher. This research design shades light on the problems or issues at hand through the process of collecting data which assists the researcher to be able to describe the situation more completely and in a manner that wouldn't be possible if this method was not used (Fox & Bayat 2007). This approach guided this study in establishing the influence of social heterogeneity on performance of development projects within the selected project sites.

#### 3.3. Location of the study

This study is located within Lugari sub county of Kakamega county in western Kenya. Lugari sub county is located on the northern part of Kakamega county. This sub county is surrounded by other sub counties as well as other neighbouring counties. On its northern side, it borders Bungoma county, while Navakholo sub county is to the west, Malava sub county and Uasin Gishu county are on its south while Likuyani sub county is situated on its eastern side. Lugari subcounty four major divisions, namely Lugari, Matete, Mautuma and Lumakanda. This study will be conducted in two of these divisions which are mentioned elsewhere as Matete and Lugari. Lugari sub county has a population of 122,728 according to the 2019 national population census. This sub county is a rural set up with majority of residents participating in farming.

### 3.4 Target Population

According to experts, a population comprises a group of individuals or objects which depict characteristics that are similar (Mugenda and Mugenda, 2003). Target population is about the wholesome of cases meeting certain specifications or defined elements which are included or excluded. In this study, the target population are all those households living within the two selected divisions (Matete and Lugari) who benefited from or participated in either of these three projects :- Western Kenya Community Driven Development and Flood Mitigation Project (WKCDD/FMP) which was funded by the World Bank; National Agriculture and Livestock Extension (NALEP) that was funded by the Swedish International Development Agency(SIDA) or Small Dairy Commercialization Programme (SDCP) which was funded by the International Fund for Agricultural Development. The table below gives the breakdown of the households that form the target population:

**Table 3.1: Beneficiaries of the projects under study**

<b>Division</b>	<b>Sub-location</b>	<b>No. of beneficiaries</b>
Matete	Maturu	30
	Mabuye	22
Lugari	Marakusi	35
	Lugari	38
<b>Total</b>		<b>125</b>

These 125 beneficiary households are the ones that formed our target population. This beneficiary information was derived from three reports: - Bonilla, J. et al (2017). IFAD impact assessment - Impact evaluation of the smallholder dairy commercialization programme in Kenya. International Initiative for Impact Evaluation (3ie); OPTO (2006). National Extension and Livestock Agriculture Programme (NALEP) Phase I (Impact Assessment). Stockholm: OPTO International AB; lastly, Republic of Kenya, Ministry of Planning and Devolution (2014). Household Impact Survey for Western Kenya Community Driven Development and Flood Mitigation Project.

### 3.5 Sampling procedures and techniques

This section presents the method this study used to determine the size sampled for the study from which data is collected. It also describes the sampling techniques used in selecting elements that are included as the subjects of the study sample. Sampling is described as a process that is employed for systematically selecting the target group in a manner that it forms a very representative of the population being studied (Mugenda and Mugenda, 2013). The researcher adopted cluster sampling procedure for this study. In this procedure, clusters or groups are created through a process of dividing a whole population. Thereafter, a sample is randomly taken from each of the identified clusters and then used in the final sample (Wilson, 2010). Each of the selected sublocations formed a cluster and so these four sublocations represented four clusters. From each cluster/sublocation, random beneficiary households were selected based on a formular described below. Each random sample per cluster was aggregated together for the four clusters and therefore became the study sample. This sample was arrived at using this formula from Krejcie and Morgan (1970):

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

Where:

S=sample size

X=Z value (1.96 for 95% confidence level)

N=population size

P=population proportion expressed as a decimal (assumed to be 0.5 (50%) – this provides the maximum sample size).

d=degree of accuracy (5%) expressed as a proportion (0.05)

$$S = \frac{1.96^2 124 \times 0.5(1-0.5)}{0.05^2(123-1) + 1.96^2 0.5(1-0.5)} = 93.92665$$

This is rounded off to 94 people.

In the table below, it is demonstrated how the study arrived at the relevant sample for each of the 4 clusters that was ultimately consolidated to form the final sample size.

Table 3.2: Sample size distribution table

S/no.	Sublocation	No. of project members	Sample per project
	Lugari	38	$38/124*94=29$
	Marakusi	34	$34/124*94=25$
	Maturu	30	$30/124*94=23$
	Mabuye	22	$22/124*94=17$
	Total	125	94

The consolidated total that formed our sample size is= 94 households

### 3.6. Sample size

A sample refers to a subgroup of the large population which the researcher intends to study and whose results will be for generalizing about that target population (Creswell, 2012). Deriving from the above calculations, the study's sample size is as follows: - Mabuye (17), Maturu (23), Marakusi (25) and Lugari (29) which brings to total of 94 beneficiary households.

### 3.7 Construction of research instruments

This study adopted a questionnaire as its instrument for collecting data. According to Creswell (2012) it is a form employed for a survey design where the participants being studied complete and return it to the researcher. Its key purpose is to obtain specific facts or opinions regarding a phenomenon from people who have a deeper understanding regarding a particular issue under investigation (Babbie and Mouton, 2001). For this study, every sampled project beneficiary was given a questionnaire to fill under the guidance of the research assistant who was there to help and clarify any area that wasn't clear and especially due to anticipated different educational levels that respondents possessed. Since the intended data was similar across the respondents, the questionnaire with uniform content was administered. It was filled at the pace of the respondent and so the research assistants exercised enough patience. Due to the superb cooperation from the respondents, all questionnaires (100%) were filled and received by the research assistants.

### **3.8 Testing for validity and reliability**

This section discusses how the study ensured the validity and reliability of the research instruments.

#### **3.8.1 Reliability of research instrument**

According to Quinlan, (2011), reliability speaks to how dependable the research is, particularly guaranteeing that the results that are obtained whenever that research is repeated will remain consistent or the degree to which the relevant data collection methods achieve the same purpose they were intended to and in the fashion, they are designed. To ensure the research instrument is reliable, the researcher subjected the questionnaire to some tests-precisely through a test and re-test on a pilot scale to a group of individuals who shared characteristics as the actual sample to confirm if they produce the same result through repeats to prove its reliability. The scores obtained from each test were then correlated to get the coefficient of reliability. The respective instrument was confirmed to be 85% reliable upon the Spearman's Rank Correlation Coefficient falling at an average of 0.75.

#### **3.8.2 Validity of research instrument**

According to experts, validity refers to how accurate and meaningful are inferences as based on the research results. Quinlan, (2011), observes that validity in research relates to the research's logic, truthfulness, robustness, soundness, reasonableness, meaningfulness, and usefulness. It is recommended that using a professional or expert in a particular field is the most established way of assessing the validity of an instrument as they support to discover question content, wording or the correct sequencing before the actual study as well improving overall quality of study (Mugenda and Mugenda, 2013). Towards this end, the researcher endeavored to get expert opinions from lecturers within his department, being that of Social and Development Studies at Mount Kenya university to confirm the instrument's validity. Upon receiving their input, requisite revision and modification of the research instrument were done which enhanced its validity.

### **3.9 Data collection methods and procedures**

A questionnaire was the selected tool for collecting primary data which was administered using drop and pick method. Trained research assistants administered the questionnaires. Specific timelines were given to the respondents within which they were required to respond to those questionnaires. However, some flexibility was allowed to take care of some whose education levels were low and had to inquire severally before getting the questionnaire fully filled. To this end, the filling up of the questionnaires was done in the presence of the Research Assistants such that they would provide clarifications on any areas that are not well understood by the respondents and ensure that they answer each question correctly as well as endeavoring for high completion rates.

Secondary data was collected from a number of reference materials containing key information that was regarded to be helpful and contributing to this study. This was obtained by desk research- from either internal or external sources. Publications, press, newspapers, and libraries will be key external sources. The data collected was tabulated using tables and, or reports.

### **3.10 Data analysis techniques and procedures**

Once all questionnaires were filled, they were reviewed to establish if they were complete at two levels. The first level of review was where assistants verified their completeness before they were handed over to the researcher who conducted the second and final verification. Through coding of the data, the captured responses were grouped into various pre-determined categories as guided by the four variables. Since the study collected quantitative data, descriptive analysis was adopted as the method of analysis. In a descriptive analysis results are described through the means, standard deviations, and range of scores. Creswell (2012) also observes that those descriptive statistics endeavors to summarize overall trends (tendencies) from the data to provide an understanding of how the varied scores might be as well as give some insight into where one score stands relative to others. Quinlan (2011) also adds that descriptive statistics help in describing variables in the data such as gender, age, education, and income, among others. With such knowledge and background, the responses from this study were analyzed using nominal scales with intent of establishing mutually exclusive categories and frequencies using the statistical package for social sciences (SPSS) as well as MS Excel. Key

information that was processed from the valid responses included the sum, mean, minimum and maximum as well as standard deviation. The data that was analyzed was presented in tables for simple and better understanding.

### **3.11 Ethical Considerations**

Based on the established standards on ethical issues while carrying out research, the researcher was guided by the general ethics standards of research. Three areas of ethics were reviewed considered and applied to this study. First, the researcher followed due process to access the research site beginning with applying and securing a research permit from The National Commission of Science, Technology, and Innovation (NACOSTI) then ensured that all relevant government offices within the research area including the sub county commissioner, the chief and assistant chiefs are visited a fully briefed about the study and any support sought. Secondly, the researcher maintained the safety of the respondents so as not to risk their lives or embarrass them. This was by ensuring all possible or potential risks that could cause harm were disclosed to participants before the study to get informed consent. Respondents participated based on the assurance of informed consent. A consent form was availed for participants to fill and sign as indication that they give their consent and the researcher properly identified himself to the respondents. The researcher again observed the right to privacy regarding the private life of respondents on issues they disliked including the right to confidentiality by making them aware that their data shall be confidential and allowed the freedom to stop participating in the survey at any point for any reason. Their dignity and respect were also enforced. Further, the researcher also undertook to protect the anonymity of individual respondents by avoiding any collection of any personally identifying information such names or phone numbers, email addresses, as well as either IP addresses, physical characteristics, photos, and videos. Finally, the researcher disclosed the research work was purely for academic purposes.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the research’s findings and provides a discussion on these findings. In the discussion, it briefly shares the socio-economic and demographic aspects of project participants, their orientation towards collective action activities and continuity rates in the projects before fully delving into an analysis of the data collected on various social heterogeneity variables where it sheds light on how the projects that are under this study are performing. Finally, a correlational test on each of the social heterogeneity parameters is done to determine how they influenced project performance. It is worthy to note that the study targeted 94 participants as the sample size who were all interviewed, making a return rate of 100%.

#### 4.2 Key Socio-economic, demographic & membership characteristics of respondents

This level of data was sought to help have a deeper understanding of who the project beneficiaries under investigation. This is important since it forms the foundation of understanding the study sample. The collected and analysed data on these parameters was represented in tables. Below is Table 4.1 which shows these results for the sampled respondents.

Table 4. 2: Socio Economic Characteristics of the sampled households

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>%</b>	<b>MIN</b>	<b>MAX</b>	<b>MEAN</b>	<b>STD deviation</b>
Gender	Male	42	44.68				
	Female	52	55.32				
Education	no education	10	10.64				
	Primary	36	38.30				
	Secondary	41	43.62				
	Tertiary	7	7.45				
Income source	Employment	8	8.51				
	Farming	65	69.15				

	Business	17	18.09
	Remittances	4	4.26
Age	18 – 35	14	14.89
	35 -60	55	58.51
	>60	25	26.60
Group membership	YES	70	74.47
	NO	24	25.53

*Source: Own survey 2022*

The results from the table above indicate that women were the majority (52%) of the sampled respondents which may be interpreted to imply that they are more likely and willing to participate in development projects that are organized at the community level compared to men. The results also show majority (85%) of respondents were adults that were aged from 35 years and above while the youth were the least at 14% an indication that youths are not keen or inclined towards farm related projects or initiatives. This finding correlates with another study by Jimmiel (2005) who noted that age played a key role in determining labor distribution in a case where households headed by members aged above 45 years adopted fish farming projects introduced by the government as a means of improving food security in Zimbabwe.

The study also established that majority (51.1%) of the project participants had attained a minimum of secondary school level of education while the overall illiteracy rate was 11%. The implication of this is that these respondents are more informed of the benefits of participating in projects and working in groups which is also a line of thinking advanced by Kidane (2006) whose study established that attainment of basic educational skills leads to awareness of the possible advantages of modernizing agriculture or read and understand documentation or instructions on the fertilizer packs as well as benefits of diversification of household income. Another study that resonates in the same vein is Mubichi (2009) who found out that where community members had at least primary education, such projects were about 58 times more likely to succeed compared to where the community had no education.

While investigating the respondents' sources of income, the study found that majority (69%) of the respondents derive their income solely from farming activities. The quick interpretation

of this finding is that they ought to be rendering undivided attention to farming projects unlike those with several sources of income. If this is the case then it is anticipated that with this singular attention, their energy and focus will be on seeing themselves succeed in these farm-based projects.

The study also demonstrated that project participants have a high affinity for or interest in collective action with up to 74% indicating they are belonging to groups and also signifying that the majority appreciate the importance of collective action as a vehicle to achieve both individual and broader societal goals. The study sadly found that besides the respondents' high interest in collective action, majority (58.5%) had eventually dropped out from these projects leaving only 41.5% who continued as represented in table 4.2.

Table 4.2: Current engagement in projects

<b>Status</b>	<b>Frequency</b>	<b>Percentage</b>
<b>still in project</b>	39	41.5
<b>stopped participating in project</b>	55	58.5
<b>Total</b>	94	100.0

It leaves one curious to understand why these communities have high interest but at the same time they record a very high dropout rate. Those respondents who dropped out advanced several reasons as the causes for their action or decision and these are shared within table 4.3 below.

Table 4.3: key push factors for leaving project.

<b>Reason for leaving project</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Project collapsed</b>	14	26.4
<b>Favouritism</b>	1	1.9
<b>Moved out after benefiting</b>	4	7.5
<b>benefits not forthcoming early enough</b>	6	11.3
<b>Regular conflicts</b>	5	9.4

<b>individual incapacity to manage project</b>	12	22.6
<b>No reason</b>	1	1.9
<b>Poor leadership</b>	7	13.2
<b>Time consuming</b>	1	1.9
<b>Personal health challenges</b>	2	3.8

The results show that collapsing of projects was the highest reason (26.4%) cited that caused them to be out of their preferred project, followed by lacking capacity by participants to manage the allocated project (22.6%). Poor leadership within the group (13.2%) and individuals giving up due to perceived delay for their turn to receive the project (11.3%) took the third and fourth positions among the major reasons.

### 4.3 The social heterogeneity factors.

The Independent variables that define social heterogeneity that this study has selected included ethnic, educational, income and social capital diversities. During the inquiry, the responses to each question were structured on a five-point Likert scale of 1- for strongly disagree, 2- for Disagree, 3-for Neutral, 4- for Agree and 5- for strongly agree.

#### 4.3.1. Ethnic diversity

From the earlier reviewed studies, ethnic diversity is seen to have both negative and positive influences on collective action and community development programming specifically - though more scholars blow the negative influence trumpet than those on the other side. In responding to this variable, several parameters were investigated as summarized in table 4.4 and discussed in subsequent paragraphs.

**Table 4.4: Ethnic diversity**

Variable	Responses (%)							
	Total	Strongl	Disagre	Neutr	Agre	Strongl	Mea	Std.
Ethnic Diversity	respo	y	e	al	e	y agree	n	Dev.
	ndents	disagre						
		e						

Clans and sub-tribes co-exist well towards development	94	10.6	20.2	31.9	1.1	36.2	3.3	1.4
Clan conflicts derail development	94	46.8	4.3	16.0	22.3	10.6	2.5	1.5
Success of project depends on certain ethnic group	94	42.6	1.1	17.0	8.5	30.9	2.8	1.7
Development is due to our ethnic, cultural diversity	94	8.5	24.5	21.3	3.2	42.6	3.5	1.5
Bonding is based on other interests possessed	94	5.3	8.5	26.6	10.6	48.9	3.9	1.3

An inquiry into whether clans and subtribes co-exist cohesively while carrying out development initiatives, the results from the above table show that slightly above one third of respondents (37.3%) in the projects felt they coexisted well but another 30.8% refuted this claim while still another 31.9% remained neutral. Since a consolidated score from the last two groups form the majority (62.7%), it may be an indication that the majority don't believe there is harmony and peaceful coexistence by the various members when they carry out development initiatives. Later attempts will be made to test this parameter to determine if it could be quite significant when advancing a development agenda in this region. With some earlier finding indicating that majority of participants stopped participating in projects, it is highly likely that challenges of managing clan/subtribe coexistence could be a contributor to this situation. This finding agrees with a previous study by Miguel E. (2004) who found that there were difficulties raising funds from a section of the community for provision of school infrastructure in western Kenya due to existing inter community socio-cultural differences. This was especially due to the fact those informal mechanisms that were applicable to one group were less effective among the other community due to them being outside the established strong network of reciprocal social relations known to be capitalized on to realize high contribution rates. The result from this study also resonates with Waring and Bell (2013) who view power and status differences between ethnic groups as playing a significant role in determining the outcomes of

any collective action. Kirk, et.al, (2018) also agreed with this position where they observed that exclusion of ethnic groups is a major cause of reduced cohesion and diminished prospects for growth.

The results from this study also indicated that majority (51.1%) of respondents hold the position that clan conflicts do not derail development. However, a third (32.9%), acknowledged there actually existed clan conflicts which were responsible for the derailed development. This acknowledgement of conflicts in the study area should not be ignored when considering factors that undermine development in this area. Other studies have observed that significant level conflicts that occur within socio-culturally heterogeneous user groups make it difficult for institution building and agreements because of the inherent inability to settle the myriad of conflicts that keep popping up (Blair, 1996; Gaspart & Seki, 2003; Regmi, 2007). Dayton-Johnson (2000) in a study on the Mexico's maintenance of irrigation structures is a specific example of how social heterogeneity reduced the levels of collective action since members of the respective group failed to agree on common rules intended for maintaining the irrigation structures.

From the above table, the inquiry into whether mandatory to have certain ethnic groups within the project to take a leadership role for such collective action activities to succeed, the results show 43.7%, noted it is not mandatory but another significant ratio (39.4%) of sample noted that indeed within their social and geographical setup, it has been the norm for certain ethnic groups to be at the helm of leadership roles for any significant progress to be registered on any existing or upcoming development projects otherwise success will always remain a pipe dream for the said region. Again, it is good to note that this ratio is quite significant and so these opinions shared are also important when designing and considering modalities to guide when implementing projects successfully in this area. It is very likely that this assertion on being mandatory that certain ethnic groups must lead for projects to succeed could be linked to the earlier mentioned clan/subtribe conflicts that were reported as derailing development.

The results from the above table indicate that a significant majority (45.8%) agreed they have achieved great development because of the existing together of diverse ethnic, cultures, and beliefs, on the other hand 33% disagreed while 21.3% remained neutral. It is possible to infer from this finding that a certain portion of the community are managing well and benefiting

from ethnic diversities while some others seem to be struggling due to the existence of multiple ethnic diversity in their region. While attempting to draw connections, this latter group is likely to be the one who in our earlier finding, had cited ethnic conflicts as being key contributor to the derailed development record and that certain ethnic groups dominate others in leadership to the extent that without them in leadership then projects can't run as designed. This assertion is guided by the continuing trend on the proportion of respondents that have remained constant around one third of the respondents who seem to carry this theme. This finding agrees with most studies which believe that socio-cultural heterogeneity creates challenges because such differences trigger differences to what is preferred and specific interests making the process of building agreements or enforcing norms difficult. Experts have advanced this argument and noted that this socio-structural setup is also seen to exhibit discrimination, distrust, social resentment which are key triggers to social strife and conflict (Andersson & Agrawal, 2011; Shiferaw, Tewodros, & Reddy, 2009). On the flip side, part of these results has indicated the positive contributions from ethnic diversity which is also reinforced by other credible studies. In this category there is Mancur Olson (1965) who for instance argued that collective actions in such communities can swing the power structure if powerful stakeholders with most economic interests will be the ones who initiate collective actions. This argument is reinforced by another pair of scholars in the names of Baland and Platteau, (1996) who while agreeing noted that success is guaranteed if collective action is initiated by influential stakeholder(s) and more so where it relates to large startup costs for local resource governance.

While inquiring whether there any bond existing in their groups was driven by other factors beyond sharing an ethnic identity, the results from the above table indicated 59.5% of the respondents agreed that there exists a strong bond that results from other interests that the members in the group share but emanating from them sharing a common ethnic affiliation.

#### **4.3.2 Income diversities**

Income diversity is our second variable of social heterogeneity which this study sought to investigate. Several parameters were isolated to represent income diversity and so they were investigated to help understand if income diversity within the study location played a role in determining the performance of development projects. These are summarized in Table 4.5.

**Table 4.5. Income diversity**

Variable		Responses							
	Total	Strongly	Disagree	Neutral	Agree	Strongly	Mean	Std.	
	respondents	disagree				agree		Dev.	
Majority of project participants are poor	94	7.4	3.2	60.6	10.6	18.1	3.3	1.0	
Well-off are not interested in the project	94	38.3	4.3	18.1	30.9	8.5	2.7	1.5	
Well off materially are decision makers	94	33.0	6.4	28.7	10.6	21.3	2.8	1.5	
No immediate financial benefit to low income	94	44.7	19.1	21.3	5.3	9.6	2.2	1.3	
Desire to succeed has enhanced participation	94	3.2	18.1	12.8	6.4	59.6	4.0	1.3	

From the results above, only 28.7% agreed that majority members in the projects were poor while 60.6% chose not to confirm whether majority of project members were poor. This automatically raises a key concern on why they chose to remain mum. It is this study's proposition that likely, the respondents didn't want to declare their economic status, or alternatively the projects were hijacked at some point leaving out the rightful beneficiaries a revelation which they would not want to come out. If this latter position holds then it could be concluded that those who are economically able often overshadow the poor when it comes to looking for opportunities and grabbing them. Earlier studies by Bremer & Bhuiyan (2014), Yau (2011), Chengcai et al. (2012), and Plummer (2000) seem to reinforce this position where they take note that people with higher incomes are usually very interested in developing their neighborhood.

As the results from the above table show, it is apparent that 42.6% didn't agree that the well-off are not interested in these community projects implying the reverse was the case—that the well-off are very much interested in participating in development projects or collective action. On the contrary however, the results show that up to 39.4% of the respondents held the position that the well-off were not interested in community development projects. Since the difference between the two positions was small, it points to positions that are they almost equally divided. Either of these 2 positions have been supported by other previous studies. For instance, Katz and Sara (1997) reviewed global water projects and found numerous cases of project benefits being appropriated by their community leaders and little households' inclusion at any stage. Agarwal (2001) also reported women's systematic exclusion from the people driven process owing to their weak bargaining power. Garcia, et.al, (2018), also noted that inequality in wealth affects the incentive to participate since the high inequality may force "richer members to take on a bigger responsibility in economic terms to ensure the collective action succeeds". In the same vein, Meremiya (2017) confirmed that about 58% members from a higher income bracket participate in planning for a redevelopment project more than low-income earners while National Aids Control council, (2008) indicated that the very poor's participation in projects has not increased significantly but it is the intermediaries who enjoy higher access to such projects. On the flip side, La Ferrara (1998) while studying groups which provide economic benefits or informal insurance to their members, observed an inverse relation between the degree of participation and income inequality in the community.

The above table also demonstrates that 39.4% of the respondents refuted the claim that materially well-off are the decision makers in the project implementation processes but 31.9% agreed that indeed the well-off were the decision makers in the projects. Only 28.7% of the respondents remained neutral to this inquiry. From these results, with a third of respondents indicating the materially well-off dominate decision making and close to one third remaining neutral, the impression created is that there is a likelihood of the voiceless being discriminated against, or psychologically bullied to advance the agenda of the well-off group members. Other studies have also found out that there exist some levels of skewed decision making which favors the well to do. Relating to other studies that have been done elsewhere, on example that comes up is one done by Rao and Ibanez (2003) who in their Jamaican case study found that wealthier and better networked individuals were dominant in decision making. Further,

the World Bank (2002) also hold similar view based on their evaluation of social funds implemented in Jamaica, Malawi, Nicaragua, and Zambia where it concludes that “prime movers.” dominated the process.

The above results also indicated that the majority (63.8%) of the respondents feel these projects have very direct and immediate financial benefits to the low-income groups. With is confirmation, these projects automatically get a vote of confidence especially since they seem to indicate the projects were rightly designed for poverty alleviation.

From the same table above, it is observed that the strong desire to succeed economically is reason for the majority’s commitment to their projects (66%) since they believe that a strong desire within them to succeed is the key pull factor for strong commitment to group and projects and so they are actively participating in such development initiatives. This finding again agrees with previous studies that have been conducted within this field. Notable studies that speak to this state of affairs include Kurian & Dietz, (2004); Regmi, (2007); Naidu, (2009); Salifu, Francesconi, & Kolavalli, (2010); Vedeld, (2000); Wade, (1994); Wangel & Blomkvist, (2013) and White & Runge, (1994). These authors have observed that common interests like desire for economic empowerment dictated women groups’ collective action in communities worldwide especially in rural areas targeting also mutual assistance; need to identify with the common causes in the communities; seek social support for members and acquire new avenues for personal growth. It should therefore be documented that people in this region who have embraced collective action initiatives are primarily driven by a high urge to change their economic fortunes and the primary avenue they have access to include externally initiated projects and so such Development partners’ efforts are exciting to the locals.

#### **4.3.3 Education and capacity diversities**

To understand the depth and breadth of the role of education and capacity diversities play towards the performance of development projects, this study identified the following parameters which were investigated to establish the relationship:- whether project leaders have post-secondary education, whether project leaders lack technical skills to run project, whether project leaders lack management skills, whether activities of the project are complicated to

community and whether the educated dominated project excluding the poor. The results are shown in table 4.6 below.

**Table 4.6. Education Diversity**

Variable	Responses							
	Total respondents	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Dev.
<b>Project leaders have post-secondary education</b>	94	10.6	25.5	45.7	0.0	18.1	2.9	1.2
<b>Project leaders lack technical skills to run project</b>	94	8.5	4.3	51.1	12.8	23.4	3.4	1.1
<b>Project leaders lack management skills</b>	94	6.4	7.4	36.2	27.7	22.3	3.5	1.1
<b>Activities of project are complicated to community</b>	94	57.4	3.2	11.7	24.5	3.2	2.1	1.4
<b>Educated dominated project excluding the poor</b>	94	42.6	10.6	9.6	7.4	29.8	2.7	1.7

The results from the above table indicate that only 18.1% of leaders had attained post-secondary education while 36.1% had attained less than that level of education but a significant portion (45.7%) held a neutral position. The researcher opines that this group didn't have a

very clear picture on levels of education their leaders had attained which may be inferred to mean that although they worked together as a group, the membership of these groups didn't have an in-depth knowledge of each other as is expected. Otherwise, the ratio of leaders with at least secondary education recorded in the above table should be closer to (51.1%) as self-reported earlier when respondents were providing their socio-economic data.

The results from the above table also indicate that only 11.8% respondents indicated that their leaders had requisite technical skills, 26.8% were categorical that their leaders lacked relevant technical skills, but again a majority (51.1%) were neutral to this inquiry. As observed in the preceding paragraph, it is also highly likely that the respondents didn't know well about the skill levels of their leaders in relation to the inquiry that was made. Again, from the above table, 50% of the respondents agreed their leaders lacked this vital skill while only 13.8% confirmed they their leaders had that skill. Studies elsewhere have advanced the critical role that management skills play in enhancing performance of any collective action or development initiative. Specifically, studies by Wainaina (2011), Njuki (2009) and Khwaja (2000) advocated for the enhancement of management skills of project leaders if projects were to ever succeed.

From the earlier discussions, particularly on why some respondents stopped participating in projects, the results indicated singled out issues like project collapse and poor leadership that were listed as number one (26.4%) and three (13.2%) respectively as key triggers for the current status of their projects. It is therefore very likely that the overall performance of these projects would be higher if the leaders had high level scores on these parameters. The cited educational and skills capacity gaps are therefore indicative of the reasons for the recorded average performance of these projects.

The study also sought to understand whether the projects were complicated to run by the participants where the results indicate that 60.6% felt they were not complicated while 27.7% agreed they were. Though a minority, the pointer that projects were complicated is something to take into serious consideration if uptake and success is to be rated highly. In our earlier discussions, it had been noted that incapacity to run the project was number two reason (22.6%) why some participants stopped participating in the projects that this study was carrying out.

The study also established that the majority of respondents (53.2%) didn't agree that those who were more educated dominated the projects leading to exclusion of those that were less educated but 37.1% felt the educated dominated. Again, this ratio is still very significant based on the score it has received and may be a critical element in undermining project performance. These findings agree with several studies including Herriet *et al.* (2013) who in their study pointed out that domination by bureaucracy in the local councils as well as lack of knowledge, and expertise in technical matters are the primary causes of non-participation. They also shared that lack of knowledge is the primary cause of community participation. Reinforcing this position, Brahmi and Thakur (2011) associated lack of basic education as responsible for causing narrow vision of the project hence poor community participation.

#### 4.3.4 Social capital diversities

Social capital is identified and adopted as a variable of interest when defining social heterogeneity for this study. To gauge on social capital diversities' influence on the performance of development projects, The study identified and investigated the following parameters as being key to relate what social capital is: - whether there was strong cohesion and cooperation among groups, whether there was a presence of strong social norms that guides the group, whether there existed low levels of trust within community, whether there existed good relations across groups that increase performance and whether there existed good relations with external people and institutions. Table 4.7 below provides the findings.

**Table 4.7. Social capital diversity**

Variable		Responses							
Social	capital	Total	Strongly	Disagree	Neutral	Agree	Strongly	Mean	Std
Diversity		respondents	disagree				agree		Dev.
<b>Strong cohesion and cooperation among groups</b>		94	10.6	30.9	7.4	8.5	42.6	3.4	1.5
<b>Presence of strong social norms that guides the group</b>		94	7.4	27.7	7.4	4.3	53.2	3.7	1.5

<b>Presence of low levels of trust within community</b>	94	54.3	4.3	5.3	28.7	7.4	2.3	1.5
<b>Good relations across groups increase performance</b>	94	8.5	26.6	11.7	3.2	50.0	3.6	1.5
<b>Good relations with external people and institutions</b>	94	19.1	17.0	10.6	2.1	51.1	3.5	1.7

From the table above, results indicate that the majority of respondents (51.1%) agreed there was strong cohesion and cooperation but still quite a significant proportion (41.5%) held a contrary opinion. This second and contrary position could be linked to an earlier finding that indicated that intergroup conflicts still significantly derailed development which could be inferred to have resulted from lack of strong cohesion and cooperation. Some other studies have demonstrated how cohesion plays a primary role towards enhanced project performance. One such example was Backstrom (2006) who argued that all groups require a medium of cohesiveness; otherwise, such a group would disintegrate and cease to exist. Again, Bowles and Gintis, (2002) observe that resource management succeeds to a bigger extent when embedded in social networks which form the platform for negotiating, bargaining, and acquiring dispersed information for monitoring, retaliating and imposing penalties. Supporting this is Stromquist (1995) who found that social support networks are critical for women's ability to participate outside the household and increases their capacity to access utensils, tents, and chairs from the groups' investments in times of need.

From the study, it is indicated that a majority (57.5%) of respondents affirmed that there were rules that helped the community to live cohesively while still some significant ratio (35.4%) held an opposing position. This proportion that discounts the existence of rules can still be linked to an earlier finding regarding those who experienced intergroup conflicts since their proportions are within range. Relating to this finding is an earlier study by Stromquist (1995) who observed that conditions that increase the chances of the groups' success are driven by members of the group being a real team. This author went ahead to note that this is possible if

the members share tasks and have clear boundaries for insiders or outsiders for purposes of bringing about stability in the group.

These results have also established that majority (58.6%) of respondents felt there were trust in the community and within their groups, but still slightly over one third (36.1%) held a contrary opinion. This second opinion can still be linked to earlier observations by a section of the respondents that experienced conflicts and domination by one social group over others. From this table, it is also established that more than half (53.2%) were affirmative to there being and existing good external relations with the external institutions while 36.1% of the respondents were of a contrary opinion. The results have also established that the existing good relations across the social groups and institutions are responsible for the witnessed good performance of projects where more than half (53.2%) were affirmative but still over one third (35.1%) of the respondents held a contrary opinion. This finding seems to get the backing of other previous studies within this field. First is the key finding by Kleemeier (2000) whose examination of a rural piped water project in Malawi found that half the schemes performed poorly but even the new ones which seemed to be performing best had noticeable weak sustainability stemming from the lack of support from external agencies for their institutional needs. Such conclusions were also arrived at by Katz and Sara (1997) and Newman and others (2002).

#### **4.4 Project performance and impact**

Beyond the investigation on the influence of the above four variables to the performance of development projects, the study also inquired into the status of the projects where the respondents had enrolled into. The interest was on whether the projects still exist or collapsed, whether they were complete or stalled along the way, and also sought their opinions on whether the said projects were performing well as expected in terms of responding to and meeting the needs of those who deserved and if they benefited all the registered members. Regarding this inquiry, the following parameters were identified and adopted as key indicators on project performance and so they were singled out for this investigation: - whether the project is operational, whether the project didn't benefit those who deserved, whether the project's benefits were for a very short period, whether all who participated in the project have benefitted or if less to what extent. Whether they were more or less than half of all who participated have

benefitted from the project as viewed by the participating project members. Here below therefore performance of the project was assessed by inquiring on whether projects were operational, whether all the participants benefitted from the project or the longevity of benefits. The response to the dependent variable “all participants benefitted” was expressed on a five-point Likert scale of 1- for strongly disagree, 2- for Disagree, 3-for Neutral, 4- for Agree and 5- for strongly agree. Table 4.8 shares the findings.

**Table 4.8: Project performance**

<b>Variable</b>		<b>Responses</b>						
<b>Project performance</b>	<b>Total respondents</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>This project is operational</b>	94	23.4	11.7	11.7	17.0	36.2	3.3	1.6
<b>This project didn't benefit those who deserved</b>	94	28.7	31.9	19.1	14.9	5.3	2.4	1.2
<b>The project's benefits were for a very short period</b>	94	27.7	27.7	4.3	8.5	31.9	2.9	1.7
<b>All who participated in the project have benefitted</b>	94	26.6	3.2	31.9	9.6	28.7	3.1	1.5
<b>less than half of all who participated have benefitted</b>	94	44.7	4.3	18.1	3.2	29.8	2.7	1.7

From the results above, majority of respondents (53.2%) of project participants admitted that the projects they were engaged in were operational while slightly over one third of the

respondents (34.1%) said their projects were not operational. These results also indicate that indeed the projects benefited the deserving, apposition held by majority of respondents (60.6%) while only 20.2% felt the current beneficiaries didn't deserve. The study also inquired whether the project benefits were short term or long term where more than half (55.4%) felt the benefits were short-lived while 40.4% were of a contrary opinion. The pertinent question on project sustainability quickly pops up now based on this result since a huge proportion say the benefits were short-lived.

From the inquiry on whether all participants in the projects benefitted, only 38.5% felt it was the case although this position was strongly opposed by 29.8% while about a third (31.9%) elected to remain neutral. These finding -where over 50% either opposed or remained neutral begs for some further interrogation to determine if the position that all participants benefitted could be out of self - interest or deliberately intended to protect the group's image so that it does not appear to the external community that the targeted numbers were not realized. In fact, a link could be connected between an earlier finding where of the initial project members withdrew on account of project benefits not forthcoming in good time (11.3%), poor leadership (13.2% or the project they had enrolled in collapsed (26.4%). The aggregation of these scores gives a staggering 50.9% of significant reasons that lend credence to the fact that indeed not all members benefitted. In fact, the argument could be that the proportion of those who held a neutral position (being about a third of respondents) could be among those who either pulled out and so could not give a clear opinion on the proportion of those who benefitted or were among who didn't want a negative image of their community as pertains the implementation of these projects and so they chose that position. An inquiry into determining the extend of benefits given that not all who registered benefitted from the project established that about half (49%) of the respondents opined that more than half of the registered members within their groups benefitted from the project while a third (33%) felt that less than half benefitted. Tying this to the earlier discussion where over half of beneficiaries pulled out, the most sensible conclusion here would be that less than half of registered beneficiaries indeed benefitted.

#### 4.5 The level influence of the social heterogeneity variables on performance of development projects

Deliberate effort was made to test the extent to which each of the identified social heterogeneity variables influenced the performance of the projects under this study. This section discusses the outcomes of the various tests conducted to each of the independent variables to establish to what level each influenced the performance of development projects. To confirm their level of influence, a correlational test using Pearson product moment was employed to analyze the data and p-value tested the significance level. The significance level was tested at 5%. Negative correlation coefficient indicated by a (-) sign implied that as the variable increases, the inverse hold true to project performance. Accordingly, a positive sign (+) on the variable under investigation indicated that as the variable increases, project performance for the respective projects under investigation improved. The p-value approach was used to indicate the decision to reject or accept the proposition. Presence of asterisk on the variable coefficient implied that the variable under consideration was statistically significant.

##### 4.5.1 The Influence of ethnic diversity on project performance

The objective of this enquiry was to determine the extent to which ethnic diversity influenced project performance in the study area. The project performance which was the dependent variable was represented by a statement on whether the project performance increased. Ethnic diversity was the independent variable and was represented with five questions. The Likert responses for the components under ethnic diversity were correlated with the dependent variable and results of Pearson 'r' correlation as shared in Table 4.9.

**Table 4.9: Relationship between ethnic diversity and project performance**

<b>Ethnic Diversity</b>	<b>Pearson correlation (r)</b>	<b>P-value</b>
Clans co-exist well towards development	0.1352	0.1938
Clan conflicts derail development	-0.1366	0.1891
Success of project depends on certain ethnic group	-0.1746	0.0924
Development is due to our ethnic, cultural diversity	0.1985	0.0552
Bonding is based on other interests possessed	0.2303*	0.0256

*Source: Own survey 2022, \* significance at 5%*

The analysis emanating from the above results, indicates that three parameters of ethnic diversity positively correlated with project performance while two had a negative relationship with project performance. One parameter had statistically significant relationship with the dependent variable. The statement that members of different clans in the community co-existed well towards development issues had a positive correlation coefficient of 0.1352. This connotes an existing positive relationship between project performance and co-existing of clans. This in essence implies that the more clans co-exist well, the more they will approach development initiatives from a common point of view and so this will mean the project will perform well and ultimately members of the respective community will continue to benefit from that project.

From the above table, it is also established that existence of clan conflicts within the project area had a correlation coefficient of -0.1366 and the significance level of 0.1891. The relationship between project performance and clan conflict was negative implying that the presence of clan conflicts resulted in a decrease in project performance in the community. The statement that the success of a project depended on a certain ethnic group being into leadership had correlation coefficient of -0.1746 on project performance. The negative relationship implies that projects will not succeed or yield benefits to participants if they are controlled by certain ethnic groups. The statement that development is due to ethnic, cultural and belief diversity had a positive relationship with project performance. This implied that great ethnic diversity triggered better project performance.

The results from the above table also indicate that any bonding visible within specific community groups is based on other interests possessed and not ethnic diversity. This scored a positive correlation of 0.2303 that was statistically significant at 5%. The results from this test on the ethnic diversity as the first variable implied that projects would yield benefits to the participants if the bonding were based on other common interests and not based on ethnic groups.

#### ***4.5.2 The influence of education diversity on project performance***

The study further sought to establish beneficiaries' educational and capacity diversity influence on project performance. This independent variable is defined through 5 distinct

parameters whose effect on project performance was sought. Table 4.10 below shows the Pearson correlations between components of education and project performance.

**Table 4.10: Relationship between educational and capacity diversity and project performance**

<b>Education Diversity</b>	<b>Pearson correlation (r)</b>	<b>P-value</b>
Project leaders have post-secondary education	0.2932*	0.0041
Project leaders lack technical skills to run project	-0.1544	0.1374
Project leaders lack management skills	-0.0406	0.6974
Activities of project are complicated to community	-0.2265*	0.0281
Educated dominated project excluding the poor	-0.0610	0.5594

*Source: Own survey 2022, \* significance at 5%*

The results from this table showed that four parameters for the educational diversity variable were negatively correlated with project performance while only one was positively correlated. The ability of project leaders to possess post-secondary education was positive and statistically significant to project performance. The results connoted that if project leaders are well educated with tertiary education, then there will be a corresponding increase in project performance. Lack of technical and management skills among project leaders negatively influenced project performance. This on the other hand implies that project performance will reduce if the leaders of the project do not have the requisite management and technical skills. From the above table, it is indicated that complicated activities of the project to the community had statistically significant negative correlation with the project performance. The results opines that if the project activities are not well understood by the community, this will result in low project performance. Results also show that the performance of a project is negatively influenced if the educated members dominate excluding the poor.

#### ***4.5.3 The influence of project beneficiaries' Income diversity on Project performance***

The third objective of the study sought to establish the effect of beneficiaries' income diversity on the performance of the project. Five parameters that were identified as defining income

diversity were correlated with project performance to establish any relationships Table 4.11 below shares the findings.

**Table 4.11: Relationship between beneficiary income diversity and project performance**

<b>Income Diversity</b>	<b>Pearson correlation (r)</b>	<b>P-value</b>
Majority of project participants are poor	0.0485	0.6422
Well-off are not interested in the project	-0.2462*	0.0168
Well off materially are decision makers	0.0124	0.9059
No immediate financial benefit to low income	-0.0495	0.6359
Desire to succeed has enhanced participation	0.2166*	0.0360

*Source: Own survey 2022, \* significance at 5%*

The results indicated that three parameters had a positive correlation with project performance while two were negatively correlated with the dependent variable. Two parameters were statistically significant in showing the cause-effect relationship with the dependent variable. Presence of majority poor project participants showed a positive correlation with project performance. The results indicate that if majority of project participants are poor, then reported project performance in terms of its impact to poverty will increase. The study also has established a negative and significant relationship between project performance and non-willingness by the well off to participate. The findings indicated that the non-willingness by the rich to participate in the project resulted would automatically lead to reducing the performance of a project.

From the findings, it is also clear that there is a positive correlation between project benefits and the wealth status of the decision makers in the project. This study showed that if the decision makers in the project are wealthy, then there will be increased project performance. This could be inferred that they will likely support more in material and financial forms to see the projects fully implemented. From the test results, the relationship between project performance and benefits to the low-income participants was negatively correlated. The findings show that as the benefits accrues to the low-income members, there will be a corresponding increase in benefits to the entire project. The test result from the above table

also indicated that there exists a positive and significant relationship between desire by members to participate in any given project and the project's performance. This implies that projects will perform better and there will be increased project benefits accruing to participants if the beneficiaries are being driven by the singular desire to succeed.

#### ***4.5.4 Influence of social capital diversity on project performance***

The fourth objective sought to establish whether there is any relationship between social capital variable and project performance. Again five parameters were identified as best defined what entails social capital as per this study and were subjected to a test to determine how they were correlated with project performance as shown in Table 4.12.

**Table 4.12: Relationship between social capital diversity and project performance**

<b>Social capital Diversity</b>	<b>Pearson correlation (r)</b>	<b>P-value</b>
Strong cohesion and cooperation among groups	0.2222*	0.0314
Presence of strong social norms that guides the group	0.2363*	0.0219
Presence of low levels of trust within community	-0.3574*	0.0004
Good relations across group increase performance	0.2631*	0.0104
Good relations with external people and institutions	0.2857*	0.0052

*Source: Own survey 2022, \* significance at 5%*

The findings from the test indicated that all the five parameters under investigation were statistically significance in explaining the magnitude of change in project performance and benefits to the participants. Four of the parameters were positively correlated to the dependent variable while one was negatively correlated to the dependent variable. Some further results demonstrate that the existence of strong cohesion among project participants positively and statistically influenced project performance ( $P \leq 0.05$ ). This connotes that the more cohesive group members are, the more benefits the project will yield to them. Again, it is demonstrated from the results that the presence of strong social norms within the group positively and significantly ( $P \leq 0.05$ ) influenced the project performance and benefits on participants. The results indicates that if the participants have strong social norms, the project will perform better

and the benefits accruing to members will be more. The results also note that low levels of trust among group members have negative and statistically significant effect on project performance. This implies that the untrustworthiness among group members will reduce project performance. Finally, another test was performed on how relationships within and without influence project performance. The result indicates that good relationship across group members, external people and other institutions have positive and statistically significant effect on how a project is performing. These findings connote that for any the projects under investigation to realize more benefits to its beneficiaries, there must be good intra and inter group relationships.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This section presents the study's summary of findings, conclusion, recommendations. The summary of the analysis of each research variable is featured and from this study analysis, associated recommendations for improvement of programme implementation and suggestions for further research were made. The study purposed to investigate how social heterogeneity influences the performance of three development projects in Lugari and Matete divisions of Lugari Sub County in Kakamega County, Kenya. It was guided by the following four objectives: - To determine the influence of project beneficiaries' ethnic diversity on the performance of development projects in Kakamega County; To determine the influence of project beneficiaries' educational and capacity diversity on the performance of development projects Kakamega County; To examine the influence of project beneficiaries' income diversity on the performance of development projects in Kakamega County and lastly, to assess the influence of project beneficiaries' social capital diversity on the performance of development projects in Kakamega County.

#### 5.2 Summary of the Major Findings

On the question of the influence of project beneficiaries' ethnic diversity on the performance of development projects in Kakamega County, the following were investigated: -whether clans and sub-tribes co-exist well towards a development agenda; whether clan conflicts derail development; whether success of project depends on certain ethnic group being in leadership; whether development is due to our ethnic, cultural diversity and whether bonding is based on other interests beyond ethnic identities. The study found that the level of co-existence among clans/sub-tribes within this sample had a score of 37.3%. On the flip side, over half (51.1%) of respondents disagreed that there are clan conflicts that derail development with but a third (32.9%) acknowledged this indeed existed. The results also show that a significant proportion of respondents (39.4%) of the sample agreed that indeed within their locality certain ethnic groups must take leadership roles for any projects to succeed although 43.7% disagreed. The

findings also indicate up to 45.8% of respondents agreed they have achieved great development because of existing diverse ethnicities, cultures, and beliefs while 33% disagreed. Lastly, 59.5% of the sample agreed that any existing strong bond witnessed amongst them is a result of other interests that members hold but not because of their ethnic affiliation.

With regard to the question on the influence of project beneficiaries' income diversity on the performance of development projects in Kakamega County, the following were investigated: -whether majority of project participants are poor, whether the well-off are not interested in the project, whether the well-off materially are decision makers, whether there was no immediate financial benefit to low income, and whether their desire to succeed has contributed to their enhanced participation.

The results indicated that only 28.7% from the sample agreed that majority members in the projects were poor while a whole 60.6% were neutral. From the study 42.6% disagreed that the well-off are not interested in these community projects, which by implication means that the well-off are very much interested and only 39.4% agreed that the well-off were not interested.

The study also established the minority felt that the materially well-off are the decision makers in the project processes (31.9%) while 39.4% disagreed. An inquiry into whether these projects do not have very direct and immediate financial benefits to the low-income groups, 63.8% refuted this assertion which implies the projects indeed have benefits for the low-income groups. Investigating whether the strong desire to succeed economically is reason for their commitment to the projects, majority of project participants (66%) believe that a strong desire to succeed is what prompts them to commit and actively participate in development initiatives.

Pertaining to the question on the influence of project beneficiaries' educational and capacity diversity on the performance of development projects Kakamega County, the following were investigated: -whether project leaders have post-secondary education, whether project leaders lack technical skills to run project, whether project leaders lack management skills, whether activities of the project are complicated to community and whether the educated dominated project excluding the poor. The results indicate that only 18.1% leaders had attained post-secondary level of education, 36.1% hadn't attained it and 45.7% were neutral. On their technical skills levels, the results show that only 11.8% leaders had requisite technical skills, but majority (51.1%) were again neutral while 26.8% were categorical that their leaders lacked

relevant technical skills. An inquiry into whether the projects were complicated to run by the participants, the results show that 60.6% disagreed that they were complicated while 27.7% agreed they were. On whether the educated dominated projects leading to exclusion of the less educated, the result observed that 53.2% refuted this claim but 37.1% felt the educated dominated.

Regarding the question on the influence of project beneficiaries' social capital diversity on the performance of development projects in Kakamega County, the following were investigated:

- whether there was strong cohesion and cooperation among groups, whether there was a presence of strong social norms that guides the group, whether there was a presence of low levels of trust within community, whether there existed good relations across groups that increase performance and whether there existed good relations with external people and institutions. The results many respondents (51.1%) agreed to the existence of strong cohesion and cooperation across all subgroups in the community, but still quite a significant proportion (41.5%) held a contrary opinion. Regarding existence of rules that helped the community to live cohesively, 57.5% of respondents answered in the affirmative while (35.4%) held an opposing position. The study investigated whether there were low levels of trust in the community to which more than half (58.6%) of the study sample disagreed while still over one third (36.1%) agreed that there were low levels of trust within their community. On whether the community has strong connections with the external institutions, the results indicate more than half (53.2%) were affirmative recording good external relations while 36.1% showed they don't have strong external relations. An inquiry into whether the existing good relations across the social groups are responsible for the witnessed good performance of projects, the results show more than half (53.2%) being affirmative while 35.1% were contrary.

The study further investigated if respondents felt that indeed their projects performed as expected by inquiring whether their project is operational, whether their project didn't benefit those who deserved, whether their project's benefits were for a very short period, whether all who participated in the project have benefitted of if less than half of all who participated have benefitted on project performance as viewed by the participating project members. The results demonstrate 53.2% of project participants admitted that the projects they were engaged in were operational while 34.1% said projects were not operational. On whom benefited from these projects, majority (60.6%) felt the projects benefitted those who deserved while only 20.2%

felt the beneficiaries didn't deserve. The findings also show more than half (55.4%) respondents who felt the benefits were short-lived while 40.4% were of a contrary opinion. An inquiry into the proportion of beneficiaries, only 38.5% felt all targeted members benefited from the projects while 29.8% disagreed. Lastly the results show that (33%) felt less than half benefited but 49% felt more than half of participants benefited from the project.

A correlation test that was conducted to each of the variables brought out the following key findings:

That three parameters on ethnic diversity positively correlated with project performance while two had a negative relationship with project performance and one parameter had statistically significant relationship with the dependent variable. The positive ones are: First was that the more clans co-exist well, the more they will approach development initiatives from a common point of view and so this will mean the project will perform well and ultimately members of the respective community will continue to benefit from that project. Secondly, that ethnic, cultural and belief diversity had a positive relationship with project performance implying that great ethnic diversity triggered better project performance. Thirdly, that projects would yield benefits to the participants if the bonding were based on other common interests and not based on ethnic groups. The negatively correlated parameters were: first, that the presence of clan conflicts resulted in a decrease in project performance in the community. Secondly, that if certain ethnic groups dominated the leadership space of development projects, then they fail.

Regarding the influence of education and capacity diversity to performance of projects, the results showed four parameters were negatively correlated with project performance while only one was positively correlated. The positive one was that if project leaders are well educated with tertiary education, then there will be a corresponding increase in project performance. The four that had a negative correlation were: first and second indicate that project performance will reduce if the leaders of the project do not have the requisite management and technical skills. Third, that when projects being implemented, are complicated to the community then it will have a negative influence on project. Lastly, that the performance of a project will be poor if the educated members dominate them leading to the exclusion of the poor.

A test of the influence of project beneficiaries' Income diversity on Project performance demonstrated that three parameters had a positive correlation with project performance while

two were negatively correlated with the dependent variable. The positive ones were: First, that if majority of project participants are poor, then reported project performance in terms of its impact to poverty will increase. Secondly, that implying that if the decision makers in the project are wealthy, then there will be increased project performance. Thirdly, implying that projects will perform better and there will be increased project benefits accruing to participants if the beneficiaries are being driven by the singular desire to succeed and the opposite is equally true. The two that tested negative were: First, that as the benefits accrues to the low-income members, there will be a corresponding increase in benefits to the entire project and vice versa. Lastly, that the non-willingness by the rich to participate in the project would automatically lead to reducing the performance of a project.

Finally, a test was done the influence of social capital diversity on project performance and from the findings all the five parameters under investigation were statistically significance in explaining the magnitude of change in project performance and benefits to the participants. Four were positively correlated to the dependent variable while one was negatively correlated to the dependent variable. Those that tested positive were: first, that the more cohesive group members are, the more benefits the project will yield to them. Secondly, that if the participants have strong social norms, the project will perform better and the benefits accruing to members will be more. Thirdly, that good relationship across group members, external people and other institutions will realize more benefits to its beneficiaries. The negative parameter demonstrated that low levels of trust among group members have negative will reduce project performance.

### **5.3 Conclusions**

From the foregoing discussions as guided by the objectives, the study has demonstrated the influence of the various social heterogeneity variables on project performance. Key findings include:

That ethnic diversity can positively as well as negatively influence project performance. Elements of inter-ethnic conflicts and dominance of one ethnic group over others and dominating leadership positions, ethnically promoted mistrust, failure to have guiding rules, negatively influence project performance. However, when ethnic diversity is cultivated and

rallied around bringing together multiple interests and benefits that members can derive from it, then it propels projects to perform well.

Economic diversity was also confirmed to positively influence project performance. Having the poor well targeted and deliberately prioritized for benefits, encouraging the well-off to be fully integrated into development initiatives and particularly their willingness to make material and/or financial contributions are critical to enhancing project performance. It was also found that the desire by the project participants to succeed economically was a key push factor for their persistence in projects. Given that majority reported that these projects have very direct and immediate financial benefits to the low-income groups, it implies the projects were rightly designed for poverty alleviation.

It has demonstrated that with enhanced education and skills as well as making projects simple enough to be understood and undertaken by the participants as well as encouraging interest from the educated will improve project performance. It is however imperative for project implementers to make deliberate efforts to reduce to the very minimum level the dominance by the more educated over those less educated, otherwise this will derail projects performance.

Social capital diversity also has a positive influence on project performance. The existence of strong cohesion among project participants, the presence of strong social norms within the group, high levels of trust among group members as well as good relationship across group members and institutions-both internal and external, proved very beneficial and enhanced project performance.

The study finally revealed that the projects under study performed well on some parameters while poorly on others. While over half were operational, the benefits accrued to fewer people and were short-lived. This puts into question their sustainability.

#### **5.4 Recommendations of the Study**

The study recommends that ethnic diversity need to clearly be understood and factored into the design and implementation of projects if they are to achieve desired results. This will mean that inter-group conflicts be deliberately managed including managing power relations to

support in diffusing dominance of one ethnic group over others. Clear rules must be in place to guide the process and also ensure mistrust is diffused among the membership of the project groups. Such initiatives will reduce conflicts and fall out by members and save projects from collapse. Further, where there are multiple ethnic groupings in a project area, development agents should make deliberate effort to sensitize and let participant view their diversity as an opportunity to harness the interests and experiences that each participant brings on board beyond their ethnicity so that they can achieve impact.

Secondly, the study recommends that deliberate effort by development agents should be made to ensure socio-economic status does not take over to undermine the desire by those from the lower economic strata to express themselves and participate in collective initiatives within their communities. Effort should be made to have them prioritized when project benefits are due. Of essence is that effort should be made to integrate the two socio-economic strata by encouraging the well-off to fully participate since their role in projects which can come in form of their personal contribution of resources or their higher capacity to mobilize external resources can be leveraged upon to achieve high impact.

The study also recommends that development agents be cognizant of how education levels could aid or thwart collective action. There particularly will be the need to keep a close eye when developing guidelines of group operation to ensure the different cadres are well represented and that their voice counts when making decisions pertaining to the affairs of the respective groups. Technical and management skills should be given their rightful place when selecting teams to lead certain areas of the project. This may also include designing relevant capacity-building sessions to enhance the capacity of those who have low level education and with limited skills but have the potential to do a good job. Projects should also be designed in very simpler ways so that everyone is able to implement easily and successfully.

The study also recommends that social capital in its different forms is vital to enhancing project performance. Development agents should package this in their curriculum for sensitizing project members to aspire to build strong linkages within and without so that they can enhance their project performance. All the shortfalls that could fail projects should also be unpacked and sensitized the membership of the respective groups including building of trust

among themselves. Efforts should be made at building cohesion, establishing strong social norms, and eradicating mistrust so that they bring out positive outcomes.

### **5.6 Suggestions for further study**

The following are suggestions for further study:

A comparative study on two setups implementing similar projects but posting different results to gain some insight on what features differentiate them.

Some study within similar context but employing qualitative than quantitative techniques such as focused group discussions (FDGs) and the like to dig deeper on the respondents' feelings, attitudes that inform their involvement and performance of the various projects.



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# APPENDICES

## Appendix 1: Questionnaire for community members

I NASHON WAWIRE, a Student at Mount Kenya University undertaking a master's degree in development studies would like to request for your time to fill this questionnaire to assist me get relevant data for this study. I wish to assure you that the information you give will be purely for academic purposes only and your confidentiality is guaranteed.

### A. Socio-Economic and demographic data

1. Gender of respondent: Male ( ) Female ( )

2. Age of respondent: 18-35 ( ) 36-60 ( ) <60 ( )

3. Sub-location : Maturu ( ) Mabuye ( ) Lugari ( ) Marakusi ( )

5. Highest education attained:

- None: ( )
- Primary certificate ( )
- Secondary certificate ( )
- Tertiary level ( )

6. Duration residing in the area in years:

7. Sources of income/livelihood (if more than one list all):

Employment ( ) Farming ( ) Business ( ) Remittances from children /relatives ( )

8. Are you a member of a social group? Yes ( ) No ( )

If yes, which ones among these? (tick as many as appropriate) and for how many years?

- ✓ Women group:
- ✓ Self Help Group:
- ✓ CBO:
- ✓ Farmer group:
- ✓ Cooperative:
- ✓ Religious group:
- ✓ Other(specify):

9. Which of these projects did you participate in: WKCDD/FMP ( ); SDCP ( ); NALEP ( ) ?

Do you still participate in the project? Yes ( ) No ( )

If you no longer participate in the project, what are your reasons?

10. What do you consider as your ethnic affiliation?

Luhya ( ) Non- Luhya ( )

If Luhya, state sub-tribe and clan:


On a scale of 1 to 5 where 1=strongly disagree; 2=disagree; 3=neutral; 4=agree and 5=strongly agree, how do you rate the following:


Item	1	2	3	4	5
<b>Ethnic diversity</b>					
We the members of different clans/tribes/subtribes living in this locality, coexist well towards development issues(cohesive)					
The existing of many clans/subtribes in this community are a major cause of many conflicts that derail development effort					
For any project to succeed in this community, certain ethnic groups must always take lead, if not it won't succeed since it will be fought and resisted					
We have achieved greater developments in our community because of our existing ethnic, cultural and belief diversities					
The strong bond existing in community is based on other interests we share but not because of our clan/subtribe or ethnic group					
<b>Income diversity</b>					
Majority of the members in these projects are very poor					
The well-off are not interested in participating in these projects					
Those well of materially are the decision-makers in these projects					
These projects do not have very direct and immediate financial benefits to the low-income groups					
Our strong desire to succeed economically has caused our acceptance, commitment, and participation in development projects					
<b>Educational levels and capacity differences</b>					
Most of the project leaders are well educated with post-secondary education					
Most of the project leaders lack relevant technical skills to run the projects					
The majority of project leaders lack management skills to run the projects					
The activities proposed in this project are complicated to be run by our community					
The very educated dominated the project leading to exclusion of the poor					
<b>Social capital</b>					
We have strong cohesion and cooperation across all our sub-groups in our community					
We live cohesively because we have strong social norms/rules that guide our social group					
There are low levels of trust within our community					
Our good relations across the different social categories are responsible for the positive project performance witnessed in this community					
Our exsiting good connections with external people and institutions have helped us to better manage our development projects					
<b>Information on Project performance and impact</b>					
This project is operational					
This project didn't benefit those who deserved					
The project's benefits were for a very short period					
All who participated in the project have benefitted					
Only half or less of all who participated have benefitted					

## APPENDIX II: Krejcie and Morgan Sample Size Table

S	N	S	N	S
10	220	140	1200	291
14	230	144	1300	297
19	240	148	1400	302
24	250	152	1500	306
28	260	155	1600	310
32	270	159	1700	313
36	280	162	1800	317
40	290	165	1900	320
44	300	169	2000	322
48	320	175	2200	327
52	340	181	2400	331
59	380	191	2800	338
70	440	205	4000	351
73	460	210	4500	354
76	480	214	5000	357
80	500	217	6000	361
86	550	226	7000	364
92	600	234	8000	367
97	650	242	9000	368
103	700	248	10000	370
108	750	254	15000	375
113	800	260	20000	377
118	850	265	30000	379
123	900	269	40000	380
127	950	274	50000	381
132	1000	278	75000	382
136	1100	285	1000000	384


**APPENDIX III: RESEARCH LICENCE**

  
REPUBLIC OF KENYA

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **281975** Date of Issue: **17/June/2023**

**RESEARCH LICENSE**




**This is to Certify that Mr., Nashon Wawire 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 Kakamega on the topic: INFLUENCE OF SOCIAL HETEROGENEITY ON PERFORMANCE OF DEVELOPMENT PROJECTS IN LUGARI SUB COUNTY, KAKAMEGA COUNTY, IN KENYA for the period ending : 17/June/2024.**


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## Appendix IV: Map of Kakamega County

