



Journal of International Business, Innovation and Strategic Management

2022: 6 (1): 241 - 259

ISSN: 2617-1805

INFLUENCE OF COMMUNITY PARTICIPATION ON PERFORMANCE OF NATIONAL GOVERNMENT-CONSTITUENCY DEVELOPMENT FUND EDUCATION PROJECTS IN TESO SOUTH CONSTITUENCY, BUSIA COUNTY, KENYA

*** Eunice Chelimo & ¹Dr. Edna Jemutai Moi**

* Masters Student, Department of Public Policy and Administration, Kenyatta University, Kenya

¹ Lecturer, Department of Public Policy and Administration, Kenyatta University, Kenya

*Corresponding Author Email: eunicelegal2016@gmail.com

To Cite this Article:

Chelimo, E. & Moi, E. J. (2022). Influence of Community Participation on Performance of National Government-Constituency Development Fund Education Projects in Teso South Constituency, Busia County, Kenya. *Journal of International Business, Innovation and Strategic Management*, 6 (1), 241 - 259

ABSTRACT

National Government Constituency Development Fund (NG-CDF) was introduced in Kenya with an aim of bringing resources closer to the people to enhance equitable development and alleviation of poverty. However, most projects, about 65%, initiated through the fund face completion challenges and some of the completed don't meet the community requirements meaning lack of community involvement. Therefore, this study sought to assess community involvement in various NG-CDF-funded education projects in various capacities and then link it to performance in Teso South Constituency. A descriptive research design was adopted and the target population was the contractors, headmasters, representatives of the community (chairperson, treasurer and secretary), project supervisors and NG-CDF staff. In total, 227 respondents were targeted but the sample size focused on was 144. A mixed methodology was adopted in the study where both questionnaires and Key Informant Interviews were conducted. Therefore, both thematic and quantitative procedures were adopted in data analysis.



The findings indicated that community participation in identification of the project has significant positive impact on projects performance. Moreover, community participation in project planning as well as decision-making was also established to affect the performance of NG-CDF education projects in a positive and significant manner. The study recommends management of national government constituencies' development fund to involve the members of the community during the allocation of financial resources in order to ensure that funds from the county government are used in the right way for the successful completion of education projects in Teso South Constituency within the set within budget, scope and time. The management of NG-CDF projects should also incorporate the community members' knowledge into the project by assigning them decision-making ability in order to facilitate accountability and transparency in national government constituencies' development fund as well as enhance community satisfaction in the education projects.

Key Words: *Community participation in project identification; Community participation in project planning; Community participation in decision making; Project Performance*

BACKGROUND OF THE STUDY

Community participation increases the probability that development efforts will yield the desired results and can aid in the avoidance of implementation issues (Wellington, 2014). It leads to an improvement in public trust, transparency and accountability in various phases of a project. Among the most essential concepts in modern development theory is community participation. In United States of America, one of the most visible features of democracy since 1970s is citizen or community participation (Maher, 2018). Citizen participation is one of the components enshrined in the Constitution of the nation and in local public policies by different States and acts as an essential tool to facilitate development and enrich the lives of the stakeholders by addressing their needs. In the 1960s, community participation in government decisions and development projects in Canada became a public policy feature and today government projects ensure community participation in all the phases of projects (Papa, 2016). Other developed countries like Denmark, Hong Kong, United Kingdom, Brazil, among others have effectively managed to ensure participation of the community in diverse projects so as to capture the contributions of the community for better project development and collaborative governance (Maher, 2018). Ordinary citizens assess needs and participation in project planning and also budgeting, execution and monitoring as part of participation of the community in project development (Wellington, 2014). This promotes overall resource management and decreases corruption, making civil servants as well as political leaders more accountable to the public.

One of the causes of poverty is the exclusion of weak as well as powerless citizens from decision-making processes, which denies them their rights and also creates an imbalanced power relationship (Khwaja, 2014). The rationale for local level participation systems develops a recognition that incorporates people in government initiatives, making everyone liable for the budget as well as service delivery in their area. In India, Usadolo and Caldwell (2016) observed that participation involves the community influencing and sharing control over projects and resources and decisions which influence them. While proper utilization of community participation result in better management of such projects, community involvement and participation in India is normally very low (Mbavati, 2016). The same situation is replicated in the Philippines where the implementation of CDF projects is still being influenced by politics, low community participation and inadequate allocation of resources.



Olu and Irabor (2020) observed that while community participation is an oversight tool for effective management of constituency fund, most of the Constituency Development Fund (CDF) projects in Nigeria experienced cost and time overrun while others failed to achieve their intended objectives. In South Africa, Mbavati (2016) reveals that most of the CDF projects have stalled making them of no benefit to the community as far as improving their lives is concerned. In South Africa, Wellington (2014) observed that the success of development and community-based projects is dependent on participation of wider community. CDF initiatives have been undertaken in Rwanda, Uganda, and Tanzania, with notable accomplishments reported in the areas of health, education and infrastructure. However, the majority of these projects have been hampered by a lack of community involvement and political influence over projects in their areas of jurisdiction (Wamugu & Ogalla, 2017).

In Uganda, CDF essentially provides more resources for purposes of development at local level by channelling funds under MPs management to constituencies. CDF thus, supplements the existing funding mechanisms for local government. However, while the projects directly influence the way of life and the quality of life of the community members, community members are rarely involved in the management of the projects. As component of the long-lasting development agenda, Kenyan government introduced the CDF through the Parliament with the goal of channelling funding to constituency level to help in execution of essential community projects. The CDF was formed through Act of Parliament, being Constituencies Development Fund (CDF) Act (No. 11 of 2003). The main objective of the Fund was to help alleviate poverty, and also harmonize development in the country. CDF Act of 2003 was later revised in 2007 and also in 2013. Under NG-CDF Act, eligible projects are those that entail services or works falling under National Government roles as outlined in the constitution and have to be community based (section 24). This requirement is meant to ensure that project benefits are available to majority of the constituency members.

However, despite the many changes that have been done to improve the execution of projects and community participation, NG-CDF funded projects, including projects in education sector, have been facing many challenges including poor performance, stagnation, incompleteness and political influence which leads to projects not being responsive to the community needs. Numerous studies conducted in Kenya have showed the link between community participation and completion of NG-CDF projects. Nonetheless, limited studies are there on influence of participation of the community on NG-CDF projects' performance. Teso South Constituency (the Constituency) is one of Busia County's seven constituencies. To the east it is bounded by Nambale, towards south by Matayos, towards north by Teso North, and towards the west by Uganda. The Constituency is 299.6 square kilometres in size. The Constituency has several NG-CDF projects cutting across various sectors including education, environment and security sectors. NG-CDF projects in education sector are analysed by the researcher.

STATEMENT OF THE PROBLEM

Even though their importance in community development at constituency level, NG-CDF funded projects have been experiencing various challenges. According to Ndirangu and Gichuhi (2019), the completion rate of NG-CDF projects in Kenya is below 35%. Teso South Constituency has various incomplete and stalling projects. In some cases, even though the projects are complete, they are not responsive to the needs of the community. Other projects require more financial resources as they have exhausted the allocated amount before completion (Lange and Bundy, 2018) suggest that to ensure satisfactory NG-CDF funded projects' performance, project managers ought to ensure community participates in all project's phases.



In Kenya, Miano (2016) suggests that participation of the community in NG-CDF projects is relatively low. Wamugu (2017) indicate that 60% of the members of the community are completely not taking part especially in identification, planning and implementation. As indicated by Omia (2011), in Kenya, NG-CDF projects are always characterized by lack of accountability to the public regarding the allocation of resources, which is exacerbated by lack of awareness about the public's right to partake in decision-making relating to the use of funds. NG-CDF projects in education sector are not spared either. It is essential, therefore, to assess effect of participation of the community on NG-CDF projects' performance.

Limited researches have been performed in Kenya on participation of the community and project performance. For instance, in Mathira Constituency in Kenya Miano (2016) investigated the factors affecting community involvement in CDF projects. Wamugu (2017) researched on importance of stakeholder's engagement on CDF projects' performance in Mathira East Constituency. Nevertheless, these studies were conducted in different constituencies in Kenya, which are characterized by varying economic activities and community needs. Further, these studies did not concentrate particularly on projects in education sector.

The present study assessed influence of participation of the community on selected NG-CDF projects' performance in education projects with specific reference to Teso South Constituency.

OBJECTIVES OF THE STUDY

- i. To examine the influence of community participation in identification of NG-CDF education projects on performance of projects in Teso South Constituency.
- ii. To evaluate the influence of community participation in planning of NG-CDF education projects on performance of projects in Teso South Constituency.
- iii. To examine influence of community participation in decision making during the implementation of NG-CDF education projects on performance of projects in Teso South Constituency.

EMPIRICAL LITERATURE REVIEW

Community Participation in Project Identification

The initial stage to ensure successful stakeholders' engagement is to identify various groups and individuals with higher probability of being affected by project, or those who might be interested in the project (Gathoni & Ngugi, 2016). Kobusingye (2017), defined project identification as a repetitive process within an organization of documenting, verifying, ranking, and authorizing candidate projects that begins with understanding the organization's responsibility and objectives and the identification of needs, problems and stakeholder interests. Finding, analyzing, and screening realistic project ideas are crucial, according to Ruwa (2016). To determine the project's conceptualization and preparation approach, a feasibility study is conducted. It forms the basis for determining whether or not to proceed with the project (Nyandika & Ngugi, 2014).



Typical identification as well as procedures of selection includes certifying as well as positioning competing initiatives, analyzing and establishing requirements, as well as financing majority of sustainable initiatives. As a result, the business opportunity or problem is recognized, project is developed, and project team members are assembled in order to develop and deliver to the consumers or client the most appropriate solutions (Mburu & Kamaara, 2019). To arrive at an appropriate choice, various project selection strategies are applied. By examining socio-cultural, institutional, historical, and political issues, as well as stakeholders' opinions and priorities, social analysis is an instrument or one technique that assists the organization to incorporate sustainability measures of the project. Beneficiary evaluation is a systematic process of consultation between other stakeholders and project's beneficiaries to seek their input on the project's current or future activities.

Beneficiary assessment, according to Davis, MacDonald, and White (2010), is effective for identifying inputs in the project, potential obstacles that perhaps may be encountered in their involvement, and recovery of feedbacks all through project implementation. Beneficiary analysis, as indicated by Mahmoud-Jouini, Silberzahn and Midler (2016), is effective for ascertaining difficulties that are likely to arise during project implementation. Beneficiary assessment is a social assessment component, focusing mainly on key beneficiaries of the project. Additionally, it is detailed and reliable source of fundamental information on social and cultural situations of the beneficiaries. It encourages the advancement of demand driven initiatives and enhance their stabilization. The approach is very useful in identification and design of development activities, emerging constrains during public participation in the process of project implementation (Heravi, Coffey & Trigunarsyah, 2015).

Nankoris and Gakuo (2018) who examined whether community participation in projects identification and project design influences completion of CDF Funded Projects in Matapato South Ward, Kajiado Central Constituency, Kenya established that community involvement in project selection, as well as community involvement in project design and implementation, has a significant positive impact on CDF project completion in Kenya. Similarly, a study conducted by Kobusingye (2017) found that participation of the community in projects identification has positive effect on project outcomes, which implies that if stakeholders' involvement in projects identification increases it will positively influence project outcome. The researcher also found that stakeholders engaged in analyzation of community needs in terms of the type of projects involved finance and cost benefit analysis.

Community Participation in Project Planning

The community is said to be involved in planning process by identifying the project's objective, specifying resource requirements, allocating and determining project product methodology, and evaluating critical outcomes of diverse project activities (Aalangdong, 2010). Heravia, Coffeya and Trigunarsyah (2015) assessed the community participation level in construction planning and found that unlike contractors, project managers have the highest level of stakeholder involvement in the planning phase. Additionally, it is necessary to promote effective participation of the community in planning phase of a project. Fageha and Aibinu (2016) discovered that in Saudi Arabia, poor scope definition takes place when stakeholder contributions are ignored intentionally or accidentally while certain inputs dominate.

In Kenya, a study by Njogu (2016) established that community's participation during project planning impacts community involvement in identifying personnel's responsibilities and roles, planning for the project, availing resources, and mediate in securing donor funding influence project performance. Moreover, the study discovered that community participation in implementation of Automobile emission control project affects the projects' performance. According to



Ruwa (2016) planning for community participation has an impact on project outcomes. However, it has inverse impact, suggesting that more participation in this phase will result in poor project performance, including delays, overspending, and the project's long-term viability.

In the Upper West Region, Aalangdong (2010) investigated community participation in project planning and management. Data was gathered from secondary and primary sources in six rural areas in the Upper West Region that were purposefully chosen. The study found that community participation was low in project preparation, which negatively affected the performance of the projects. Using descriptive research approach, Kamuiru (2014) examined factors influencing participation of the community in project planning in Mbucana Water Dam Project, Kiambu County. Additionally, the survey gathered 86 responses using questionnaires from residents of the three communities of Kiriko, Kanyoni, and Bucana in Kiambu County's Gatundu North Constituency. The results indicated that community participation in project planning in Mbucana Water Dam Project was low and was influence by factors such as principles of community participation and community awareness.

Community Participation in Decision Making

Any communicative process inside a community, and extended further with institutions, needs creating agreement in decision-making processes via collaborative and cooperation problem-solving to help in a community's empowerment for citizen action. Member of the community determines their own development goals and have a significant voice in initiatives when they participate in decision-making. Community participation in decision making can affect project outcomes in several ways. Delegating decision-making authority to community members may aid the project's integration of local data. The NG-CDF can consult with the community, but the information received through consultation is unlikely to be the same as that which informs community decisions. If community members are in charge of making decisions, they may have a better understanding of what information is required. If individuals can control the outcome, they may be more driven to think and search for information.

Emefa and Akortor (2017) examined community involvement in decision making in North Cyprus and study found that residents of Büyükkonuk with a population of about from the survey are generally satisfied with the relationship between the citizenry and community leadership however, they felt a need for an improvement in this relationship. In Kenya, Mbevi (2016) examined the influence of community participation through collective decision making on development projects' performance in Makueni County, Kenya and established that community participation collective decision making contributes towards educational development project performance in Teso South constituency.

In Kenya, Muniu, Gakuu and Rambo (2017) examined the essential of community engagement in decision making process in water projects. The research used a mixed technique approach based on concurrent triangulation. The research was carried out in Nyeri County's Tetu, Mathira, and Nyeri Central sub-counties, which had a total of 10 water projects with a total of 1052 beneficiaries. The study discovered that while there is widespread agreement that community participation affects project success.

Theoretical Literature Review

The study was anchored on the Stakeholder theory and General System theory. The General System Theory proposed by Ludwig von Bertalanffy in 1972 emphasizes trans-disciplinary methods in organizational contexts in terms of sociology. The sociological system, according to its creator, consists of internal associations between objects, environment, qualities, and objects (Chavchanidze, 2012; Shaw, 2014; Dutta, 2018). As open systems, CDF projects regularly interact with outside forces including government organisations, community members and suppliers.



This theory stresses on the association between divers' projects' stakeholders. General systems theory was adopted to describe the participation of the community in identification, planning and execution of projects as well as its influence in the performance of NG-CDF funded education projects. As open systems, NG-CDF projects intermingle with forces from outside; suppliers, government organizations, and the community on a regular basis (Dutta, 2018). Projects from the theory's point of view are social systems comprised of persons working together in formal environment and also use community participation to ensure smooth management of NG-CDF projects. Allowing community participation ensures effective projects and resources management for maximum outputs. Additionally, it leads to project support and acceptance, which improves project performance. Recommended by Preston and Donaldson (1995), stakeholder theory suggests that Companies frequently handle their relationships with diverse stakeholders explicitly. The stakeholder theory is an excellent technique to comprehend companies in a given setting. According to Andersen (2015), the theory asserts that all stakeholders in an organization or project contribute for their own benefit, with no one advantage taking precedence over the others.

Staff, community people, involved suppliers, and government agencies are examples of stakeholders who must be considered. The importance of stakeholder theory is that it allows project managers to effectively manage their stakeholders (Lange & Bundy, 2018). The importance of stakeholder theory is that it allows project managers to effectively manage their stakeholders (Lange & Bundy, 2018). Various research have detailed why stakeholder management is so important (Andersen, 2015; Wicks & Harrison, 2017). These studies show that in order for a company to be relevant in the market, it must treat its stakeholders fairly. The idea has been used in a variety of scholarly areas and in a variety of methods that employ varied evaluation criteria, evidence, concepts, and methodologies (Shaw, 2014).

According to Lange and Bundy (2018) the theory emphasizes the significance of the existing interaction between stakeholders and management. Managers should also be aware that the involvement of many stakeholders might have an impact on the project's success and long-term viability. The level of participation is determined by the stakeholders' connection with top management, not with lower workers (Andersen, 2015). The essential notion of this theory is that a firm/project has ties with many groups, and that these relationships may be preserved or jeopardized by taking into account stakeholder interests, which can lead to their support for various projects in the long run (Lange & Bundy, 2018). Stakeholder' theory was deployed by the researcher to examine effect of community participation during identification, planning as well as projects' execution on management of NG-CDF funded education projects. Staff members, members of the community, involved suppliers, and government agencies are examples of stakeholders to consider. For proper identification, planning and execution of the NG-CDF funded education projects, community members must be incorporated so as to facilitate management of the projects.



CONCEPTUAL FRAMEWORK

Independent variables

Dependent variable

Community Participation

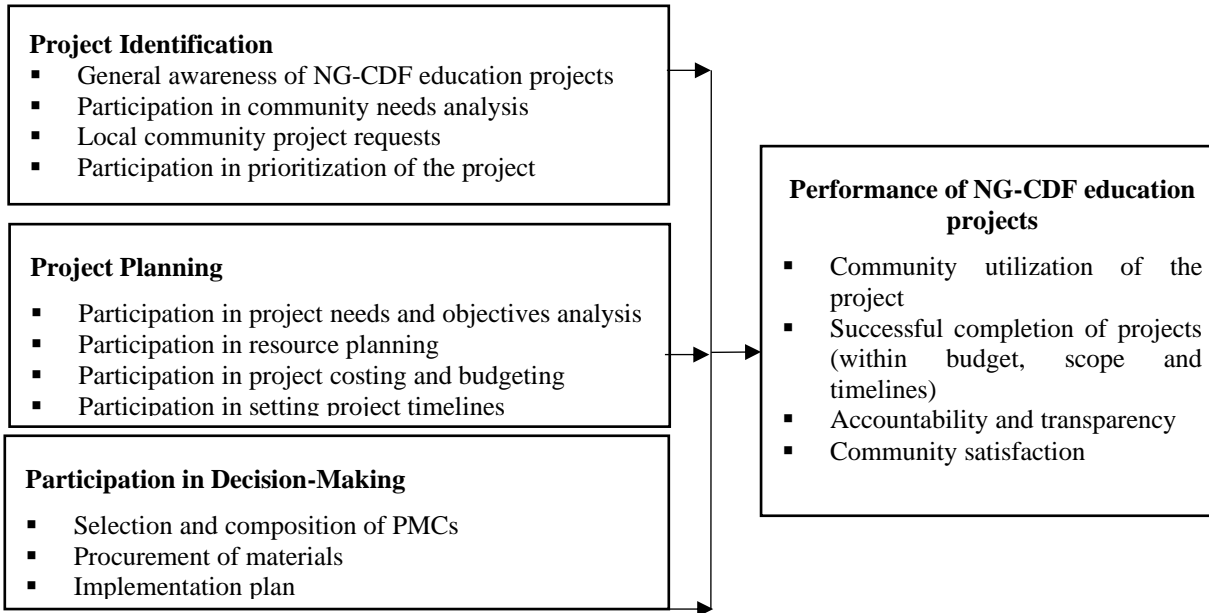


Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

The researcher adopted a descriptive research design since it allows for analysis of quantitative and also qualitative data to examine characteristics of phenomenon under study. The site of the study was Teso South is one of Busia County's seven constituencies, located at longitude 34° 19' 57.2736 E and latitude 0° 37' 40.335' N in the Western part of Kenya. The study focused on the 36 NG-CDF- funded education projects in Teso South Constituency during the period between 2018 and 2020 where contractors, school heads, representatives of the community (chairperson, treasurer and secretary), project supervisors and NG-CDF staff were targeted.

To determine the sample size, Slovin's Formula, $n = \frac{N}{1+N\varepsilon^2}$, was adopted where n is the sample size, N is the study population and ε is the error term at 5% to give a sample of 144 as indicated in Table 1.



Table 1: Study’s Sample size

Respondents	Target Population	Sample Size
Contractors	36	23
Headmasters	36	23
Community representatives (chairperson, treasurer and secretary)	108	68
Project supervisors	36	23
NG-CDF staff	11	7
Total	227	144

Source: NG-CDF Office, Teso South

The sample of 144 was selected through stratified random sampling procedure to ensure representativeness. Mixed data collection procedures were adopted by the study where questionnaires as well as a Key Informant Interview (KII) guide were employed. However, before its adoption, the instruments were tested for validity and reliability on 14 randomly sampled respondents who were not included in the main survey.

The qualitative data from the KII was analyzed thematically and then presented in a narrative format. On the other hand, the quantitative data from likert scale questionnaires was analyzed through descriptive statistics, that is standard deviation, percentages, mean and frequencies as well as inferential statistics that is, multiple regression analysis. The following general format was adopted:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where: Y= Performance of NG-CDF education projects in Teso South Constituency; β_0 = Constant; X_1 = Community Participation in identification of NG-CDF education projects; X_2 = Community Participation in planning of NG-CDF education projects; X_3 = Community Participation in decision making during implementation of NG-CDF education projects; $\beta_1 - \beta_3$ = Beta Coefficients and ε = error term.

RESEARCH FINDINGS

A total of 144 respondents comprising of contractors, headmasters, community representatives (chairperson, treasurer and secretary), project supervisors and NG-CDF staff was targeted out of which 130 responded giving a response rate of 90.28 %. Williamson and Johanson (2017) argued that a response rate above 50 percent is considered adequate for purposes of data analysis and reporting.

Description of Community Participation in NG-CDF Education Project Identification

This section describes the extent to which there is community participation in NG-CDF Education Project identification in Teso South Constituency. A Likert Scale rating of 1 to 5 where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree was adopted. The results are presented in Table 2.



Table 2: Description of Community Participation in Project Identification

Statement	1	2	3	4	5	Mean	Std. Deviation
Community members in Teso South Constituency are aware of NG-CDF education projects.	9.2	7.7	4.6	70.8	7.7	3.600	1.054
Am satisfied with the process of incorporating the community in project identification.	7.7	80.0	1.5	7.7	3.1	2.185	0.805
The community participates in the analysis of various needs in learning institutions.	80.0	9.2	4.6	4.6	1.5	1.385	0.893
Am satisfied with the process of incorporating the community in needs analysis.	80.0	12.3	1.5	4.6	1.5	1.354	0.852
The community participates in the selection of projects in learning institutions that need financing.	4.6	13.8	3.1	67.7	10.8	3.662	1.000
The requests of the local community are put into consideration during project identification.	4.6	6.2	6.2	72.3	10.8	3.785	0.889
The community participates in the prioritization of projects to finance in learning institutions.	6.2	6.2	4.6	72.3	10.8	3.754	0.949
Am satisfied with the process of incorporating the community in projects' prioritization.	4.6	10.8	7.7	70.8	6.2	3.631	0.925

Key: *M* = Mean; *SD* = Standard Deviation

The respondents agreed that community members in Teso South Constituency are aware of NG-CDF education projects ($M = 3.60$; $SD = 1.05$). However, they disagreed on whether they are satisfied with the process of incorporating the community in project identification ($M = 2.18$; $SD = 0.805$). They also strongly disagreed that the community participates in the analysis of the various needs in learning institutions ($M = 1.38$; $SD = 0.89$). Additionally, they strongly disagreed on whether they are satisfied with the process of incorporating the community in needs analysis ($M = 1.35$; $SD = 0.85$). Results are contrary to Kobusingye (2017) discoveries that stakeholders' involvement in analyzation of community needs in terms of the type of projects involved, finance and cost benefit analysis had a positive outcome on the project.

The results also indicated that the respondents agreed that requests of the local community are put into consideration during project identification ($M = 3.785$; $SD = 0.89$). Moreover, they agreed that community participates in projects' prioritization to finance in learning institutions ($M = 3.76$; $SD = 0.95$). These results are in line with Wellington's (2014) arguments that community involvement in projects' prioritization during financing leads to an improvement in public trust, transparency and accountability in various phases of a project.



Lastly, the respondents agreed that community participates in selection of projects in learning institutions that need financing ($M = 3.66$; $SD = 1.00$) as well as that they are satisfied with the process of incorporating the community in projects' prioritization ($M = 3.63$; $SD = 0.93$).

Description of Community Participation in NG-CDF Education Project Planning

This section describes the extent to which there is community participation in NG-CDF Education Project planning in Teso South Constituency. A Likert Scale rating of 1 to 5 where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree was adopted. The results are presented in Table 3.

Table 3: Description of Community Participation in Project Planning

Statement	1	2	3	4	5	Mean	Std. Deviation
The community is involved in project needs analysis	4.6	10.8	7.7	67.7	9.2	3.662	0.953
All NG-CDF projects ensure participation of the community in the development of project goals and objectives	6.2	7.7	6.2	75.4	4.6	3.646	0.922
The community is involved in the allocation of financial resources in different education-based NG-CDF projects	76.9	9.2	4.6	6.2	3.1	1.492	1.044
The community is involved in the selection of human resource for education-based NG-CDF projects	10.8	76.9	4.6	6.2	1.5	2.108	0.729
The community is involved in the identification and allocation of physical and technological resources for education-based NG-CDF projects	2.3	3.8	1.5	86.2	6.2	3.900	0.657
The community is involved in the development of education-based projects' budget	72.3	9.2	6.2	6.2	6.2	1.646	1.213
Am satisfied with the process of incorporating the community inputs in project costing	76.9	10.8	3.1	3.1	6.2	1.508	1.115
The community participates in setting the timeline of education-based projects	3.1	6.2	4.6	80.0	6.2	3.800	0.772
Project managers ensure the participation of the community in allocating times for each project activity	4.6	3.1	4.6	80.0	7.7	3.831	0.799

The results indicated that the participants agreed that the community is involved in project needs analysis ($M = 3.66$; $SD = 0.95$) and that all NG-CDF projects ensure that community is involved in creation of project goals and objectives. ($M = 3.65$; $SD = 0.92$). However, the respondents strongly disagreed that community is involved in allocation of financial resources in different education-based NG-CDF projects ($M = 1.49$; $SD = 0.93$). These findings are contrary to Njogu (2016) arguments that involvement of the community during the allocation of financial resources influences projects' performance to a very large extent.



There was also an agreement that the community is involved in the identification and allocation of physical and technological resources for education-based NG-CDF projects ($M = 3.90$; $SD = 0.66$) but a disagreement that the community is involved in the selection of human resource for education-based NG-CDF projects ($M = 2.11$; $SD = 0.73$). Furthermore, the respondents disagreed that community is involved in development of education-based projects' budget ($M = 1.65$; $SD = 1.21$) which is contrary to Maher (2018) discoveries that community participation in education-based projects' budget captures the contributions of the community for better project development and collaborative governance.

It was also established that project managers ensure participation of the community in allocating times for each project activity ($M = 3.831$; $SD = 0.80$) as well as the community participates in setting the timeline of education-based projects ($M = 3.800$; $SD = 0.77$) but the respondents disagreed that they are satisfied with the process of incorporating the community inputs in project costing ($M = 1.51$; $SD = 0.77$) which is contrary to the findings by Wellington (2014) that incorporating the community views in project costing promotes overall resource management and decreases corruption, making projects managers to be more accountable to the public.

Description of Community Participation in decision making during implementation of NG-CDF Education projects

This section describes the extent to which there is community participation in decision making during implementation of NG-CDF Education Project planning in Teso South Constituency. A Likert Scale rating of 1 to 5 where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree was adopted. The results are presented in Table 4.



Table 4: Description of Community in decision making during project implementation

Statement	1	2	3	4	5	Mean	Std. Deviation
Community participates in the selection of project management committees	4.6	13.8	3.1	67.7	10.8	3.662	1.000
The decision on the composition of project management committees involves the community members	3.1	6.9	4.6	70.8	14.6	3.869	0.857
Am satisfied with the process of incorporating the community during selection and composition of project management committees	4.6	4.6	3.8	70.8	16.2	3.892	0.891
The community is involved in the selection of materials suppliers during project implementation	3.1	8.5	10.0	72.3	6.2	3.700	0.832
The community participates in the selection of contractors for education-based projects	11.5	10.8	2.3	63.8	11.5	3.531	1.182
Am satisfied with the process of incorporating the community during procurement of raw materials	7.7	6.2	6.2	70.8	9.2	3.677	0.998
The community participates in the development of education-based projects' implementation plan	10.8	8.5	3.1	66.9	10.8	3.585	1.133
The community participates in the co-ordination of activities during project implementation	4.6	13.1	10.8	65.4	6.2	3.554	0.957
The community frequently visits the education projects to assess the implementation process	5.4	10.0	3.1	70.8	10.8	3.715	0.974

The respondents agreed that they are satisfied with the process of incorporating the community during selection and composition of project management committees ($M = 3.892$; $SD = 0.89$) and that the decision on the composition of project management committees involves the community members ($M = 3.87$; $SD = 0.86$). There was also an agreement that community participates in selection of project management committees ($M = 3.66$; $SD = 1.00$); selection of materials suppliers during project implementation ($M = 3.700$; $SD = 0.832$) and there was satisfaction with the process of incorporating the community during procurement of raw materials. These findings are consistent with that of a study by Khwaja (2014) who stated that including the community in procurement of raw materials make everyone liable for the budget as well as service delivery in their area.

In addition, there was an agreement that the community participates in the selection of contractors for education-based projects ($M = 3.53$; $SD = 0.1.18$); the community frequently visits the education projects to assess the implementation process ($M = 3.71$; $SD = 0.97$); community participates in development of education-based projects' implementation plan ($M = 3.59$; $SD = 0.1.13$) as well as co-ordination of activities during project implementation ($M = 3.55$; $SD = 0.96$). These findings are in line with Wamugu (2017) discoveries that assessing education projects during implementation process ensures that the set objectives are achieved.



Description of the Performance of NG-CDF education projects in Teso South Constituency

This section describes the performance of NG-CDF education projects in Teso South Constituency. A Likert Scale rating of 1 to 5 where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree was adopted. The results are presented in Table 5.

Table 5: Description of the Performance of NG-CDF education projects

Statement	1	2	3	4	5	Mean	Std. Deviation
The community use education-based projects in the constituency	6.2	6.2	4.6	72.3	10.8	3.754	0.949
Projects are completed within the specified time	4.6	13.8	7.7	67.7	6.2	3.569	0.964
Some projects take more time than required	8.5	40.0	2.3	41.5	6.9	2.962	1.229
Completion within the schedule depends on factors like funding	6.2	3.1	1.5	83.1	6.2	3.800	0.848
Projects are completed within the specified budgets	12.3	78.5	1.5	4.6	3.1	2.077	0.774
Some projects incur cost overrun	4.6	3.1	1.5	84.6	6.2	3.846	0.772
Most projects are left uncompleted due to insufficient budget	4.6	3.1	4.6	80.0	7.7	3.831	0.799
The projects achieve the intended objective	6.2	3.1	1.5	83.1	6.2	3.800	0.848
Education projects NG-CDF projects in the constituency ensure accountability	10.8	78.5	1.5	6.2	3.1	2.123	0.797
Education projects NG-CDF projects in the constituency ensure transparency	10.8	78.5	1.5	6.2	3.1	2.123	0.797
The projects stakeholders are satisfied with the quality of the projects	6.2	6.2	4.6	75.4	7.7	3.723	0.924
We have received few complaints regarding performance of the projects	9.2	4.6	3.1	75.4	7.7	3.677	1.013

It was established that completion of projects within the schedule depends on factors like funding and seriousness of the project teams (M = 3.80; SD = 0.85); community makes use of education-based projects in the constituency (M = 3.75; SD = 0.95) and those projects are always completed within the specified time (M = 3.75; SD = 0.95). However, the respondents were neutral that some projects take more time than required (M = 2.96; SD = 1.23). It was also established that some projects incur cost overrun (M = 3.85; SD = 0.77); most projects are left uncompleted due to insufficient budget (M = 3.83; SD = 0.79) and the projects achieve the intended objective as indicated (M = 3.80; SD = 0.85). On the contrary, there was a disagreement that projects are completed within the specified budgets (M = 2.08; SD = 0.77).



Regression Analysis

This study deployed Multiple regression analysis to assess the link between the study’s dependent variable (performance of NG-CDF education projects) and independent variables (participation in decision-making, project planning and project identification). The R-Squared refers to the variance proportion in dependent study variable that can be accounted for by independent variable; the greater the R-squared, the greater the independent variable's influence on dependent study variable. Results of r-squared are displayed in Table 6.

Table 6: Model Summary

Model	R	R-Square	Adjusted R-Square	Std. Error of Estimate
1	.857 ^a	.734	.689	.19364

a. Predictors:(Constant), Participation of the Community in Decision Making, in Planning of Projects, in Identification of Projects

As indicated in Table 6, model summary was employed to illustrate variation in dependent variable (NG-CDF education projects’ performance) that could be accounted for by independent variables (involvement in decision-making, project planning and project identification). The R square in this study was 0.734, meaning that 73.4% of NG-CDF education projects’ performance could be explained by participation in decision-making, project planning and project identification. The Analysis of Variance (ANOVA) was employed to determine whether regression model is good fit for the RESEARCH data. Results were displayed in Table 7.

Table 7: ANOVA

Model		Sum of Squares	d f	Mean Square	F	Sig.
1	Regression	4.281	3	1.427	11.396	.000 ^b
	Residual	15.778	126	.125		
	Total	20.059	129			

a. Dependent Variable: Performance of NG-CDF Education Projects

b. Predictors:(Constant), Community Participation in Decision Making, in Planning of Projects, in Identification of Projects

The researcher used the ANOVA to determine if the model deployed was a good fit for the data. The F- calculated was 11.396 while F- critical was 2.70. Because F- calculated (11.396) was above F-critical (2.70) and p value of 0.000 was below 0.05 (significant level), the model used was termed as good fit for the data. Thus, it could be employed to forecast the effect of participation of the community in decision making, in projects planning, in identification of projects on NG-CDF education projects’ performance. The beta weights or coefficients for each variable enable the researcher to compare relative significance of each independent variable with dependent variable. The standardized and unstandardized coefficients for various regression equations are presented in this study. The findings are presented in Table 8.



Table 8: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std.Error	Beta			
1 (Constant)		1.338	.359		3.725	.000
Community Participation in Identification of Projects	.234	.090		.235	2.602	.010
Community Participation in Planning of Projects	.225	.102		.176	2.194	.030
Community Participation in Decision Making	.166	.064		.232	2.590	.011

a. Dependent Variable: Performance of NG-CDF Education Projects

The results showed that community involvement in identification of projects have significant influence on NG-CDF education projects’ performance ($\beta_1=0.234$, p value=0.010). This implies that increase in community participation during identification of projects would consequently lead to 0.234 enhancement in NG-CDF education projects’ performance. This was a significant relationship as p.value 0.010 was below 0.05. The results concur with Gathoni and Ngugi, (2016) discoveries that improvement in community engagement in identification of a project would significantly cause an improvement in automobile emission control project success.

Further, results established that involvement of the community in projects planning has significant positive influence on NG-CDF education projects’ performance ($\beta_3=0.225$, p value= 0.030). This means that improvement in community participation in planning of projects would lead to 0.030 increase in NG-CDF education projects’ performance. The association was regarded significant because p-value 0.030 was not more than 0.05 (significant level). Moreover, the findings conform to Aalangdong (2010) arguments that participation of the community in project planning impacts community involvement in project budgeting, identifying roles of personnel’s, availing of essential resources, and intervening in obtaining donor funding which in turn influenced projects’ performance.

Further, findings discovered that participation of the community in decision making has a significant positive effect on NG-CDF education projects’ performance ($\beta_3=0.166$, p.value=0.011). This denotes that increase in participation of the community in decision making would lead to 0.166 enhancement in NG-CDF education projects’ performance. The correlation was regarded significant because p-value 0.011 was not more than 0.05 (significant level). The findings conform to Emefa and Akortor (2017) discoveries that allowing the community to participate in decision making had significant relationship on performance of dairy community processing centre project in Burera District in Rwanda.

CONCLUSIONS

The researcher therefore concludes that engagement of the community in identification of the project has a significant positive effect on NG-CDF education projects’ performance. Findings revealed that general awareness of NG-CDF education projects, participation in community needs analysis, local community project requests and participation in prioritization of the project influences the performance of NG-CDF education projects.



This implies that improvement in community participation in identification of project (general awareness of NG-CDF education projects, participation in community needs analysis, local community project requests and participation in prioritization of the project) leads to improvement in NG-CDF education projects' performance. The study also concludes that participation of the community during projects planning has significant positive effect on NG-CDF education projects' performance. Findings revealed that participation in project needs and objectives analysis, participation in resource planning, in project costing and budgeting and in setting project influences performance of NG-CDF education projects. This denotes that improvement in community engagement in project planning (in project needs and objectives analysis, in resource planning, in project costing and budgeting and participation in setting project) leads to an improvement in performance of NG-CDF education projects.

The study further concludes that participation of the community in decision-making has significant positive influence on NG-CDF education projects' performance. Findings revealed that selection and composition of PMCs, procurement of materials, implementation plan and co-ordination of activities influences the performance of NG-CDF education projects. This implies that improvement in community participation in decision-making (procurement of materials, implementation plan and co-ordination of activities) improves NG-CDF education projects' performance.

RECOMMENDATIONS

Although the researcher found that the local community is participates in many aspects, the community is not involved in allocation of financial resources in different education-based NG-CDF projects. Therefore, the management of NG-CDF should involve the members of the community during the allocation of financial resources in order to ensure that funds from the national government are used in the right way for the successful completion of education projects in Teso South Constituency, within the set budget, scope and time. Further, the study discovered that community is not involved in selection of human resource for education-based NG-CDF projects. This study therefore recommends that the managers of Teso South Constituency NG-CDF projects should involve the community members in the selection of skilled and experienced human resource who are to be involved in the selection and implementation of education projects so as to ensure projects not only meet the learners needs but also offer a safe learning environment.

Furthermore, the study discovered that respondents are not satisfied with process of incorporating the community in project identification. Therefore, the study recommends that management of NG-CDF ought to put into consideration the views of the community members during project identification to ensure education projects meet needs of learners as well as the community at large. Moreover, the study discovered that respondents are not satisfied with process of incorporating the community inputs in project costing. Hence, the study recommends that the managers of NG-CDF projects in Teso South Constituency should incorporate members of the community during project costing in order to ensure enhanced efficiency as well as accountability.

The study found that the community does not participate in the analysis of various needs in learning institutions. This study therefore recommends that the management of NG-CDF projects in Teso South Constituency should involve the community members in analyzing the needs in learning institutions to facilitate the construction of adequate structures in order to provide solution to challenges of overpopulation that the learners are encountering. The study noted that participation of the community in making decisions has significant positive effect on NG-CDF education projects' performance. This study therefore recommends that the management of NG-CDF projects should incorporate the community members' knowledge into the project by assigning them decision-making power in order to facilitate accountability and transparency as well as enhance community satisfaction in the education projects.



ACKNOWLEDGEMENT

I wish to acknowledge the invaluable support of my family who endured many days of my absence as I tried to complete this project. I also have a special mention for my supervisor, Dr. Edna Moi her continuous advice. I am greatly indebted to her for the guidance, support and the timely comments to this project. To Kenyatta University, my colleagues and lecturers, I acknowledge you.

AUTHOR CONTRIBUTIONS

Eunice Chelimo wrote the study concept, collected data and analyzed for the entire project under the guidance of Dr. Edna Jemutai Moi as the university supervisor. Eunice Chelimo also sought all the necessary permits from relevant authorities required to conduct the study.

CONFLICT OF INTEREST

No potential conflict of interest was recorded by the authors.

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