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Abstract

Poverty, illiteracy and inadequate infrastructure remains to be a great challenge experienced in the area. Despite various actors channeling their resources and efforts in addressing such pertinent issues through the establishment of those development projects, local community participation is seen to be a key impediment that derails the implementation of these projects thus affecting its intended objectives/goals. This formed the basis of conducting the current study to examine the determinants of community participation in the implementation of development projects in Kwale County. . The study was guided by the following objectives: To establish the extent to which leadership, culture, commitment and level of literacy determines community participation in the implementation of development projects. The survey used a descriptive research design. The target population was 1194 drawn from residents of Kasemeni location in Kinango sub-county. A sample size of 300 were obtained by applying Yamane (1967) formula. Questionnaires were used as instruments of data collection. Data was analyzed through the use of SPSS and presented through frequency and percentage tables accordingly. The findings revealed there was a positive correlation between leadership, culture, community support, level of literacy and community participation in the implementation of development projects in Kwale County. The research concluded that leadership influence community participation in the implementation of development projects in Kwale County. It was also concluded that cultural values, norms, belief, patriarchy and traditional practices of the community need to be addressed when undertaking such mega development projects in the area. Besides, it was noted that community support contributes to community participation in the implementation of development projects in Kwale County. Further, the study concluded that many residents in the area are illiterate or semi-illiterate, hence they lack requisite skills and knowledge to participate in the development projects in the area. The study recommended there should be a good rapport between local Leadership and project implementers/developers. It is also recommended that project implementers need to understand and observe the community culture. Moreover, the study recommended project implementers should establish good collaboration and relationship with the community before, during and after the project.

Keywords: *Leadership, Culture, Community support, Literacy level and Community participation*

1.1 INTRODUCTION

Community development projects have been seen as a key factor in changing the lives of the community. Many projects are established in the community as a way to improve the living standards of the local. Many community projects have been launched by the Government and the Non-Governmental Organization with the primary objective of alleviating poverty in the area and also improving the lives. All community development projects such as water projects, health and education projects which have been seen as the key game-changer towards the development. Sally et Rosemary (2017) noted that community development projects are established to have a more responsive approach that addresses the local needs and empower the community in the decision-making process in their local area. As a result, this study sought to examine the extent to which leadership, culture, commitment and level of literacy determines community participation in the implementation of development projects.

Leaders play a significant role in the community since they are regarded as people of influence and power hence the community look upon them for any assistance, hence this makes the leaders be able to know the problem faced by the community. Leaders can observe the situation in the community, seeks views or opinions from its members, build consensus, engage the community through a shared vision, encourage people to take part in the development matters through a need analysis process (Rhonda & Pittman, 2009). According to Mohamed, Kisimbii and Otieno (2018) assert that "Project leadership plays a significant role of noticeably defining how community members should be engaged and for what objective their possible contribution is directed consequently facilitating a meaningful interaction of members of the community. For a project to be successfully implemented the roles of the leaders in the project implementation community should be clearly defined and closely engaged in all aspects of the project.

It believed that culture has a huge impact to the communities as described in a report by CTSA (2011) highlighted the impact of culture as follows; Culture shapes identities and fosters notions of community, and it shapes how individuals and groups relate to each other, how meaning is created, and how power is defined. It further emphasized the researchers and practitioners the need to understand the cultural dynamics of specific groups and institutions to build relationships, identify ways to effectively collaborate, and build respect and trust. Besides, culture seems to be vital thus contributing to Millennium Development Goals (MDG), fostering self-reliance to communities and act as key strategies in addressing the poverty reduction at the local level since it addresses the local specific issues (UNESCO, 2009).

Waweru (2015) observed that for the participation of the community in the development project are mainly motivated by various factors such as tangible and non-tangible factors as well as long-term benefits. Despite the benefits derived by the project, the community regards monetary compensation as a key motivator. Indeed, mobilization of the community is deemed to be ineffective in a situation where there is no monetary compensation, hence this tends to affect the project meetings and little participation from the members. Education plays a significant role in shaping the society and promoting development in the area thus education is regarded as an important tool in motivating the participation of locals in diverse management that are development-oriented in nature (Muyoka, 2016). Chandra (2003) asserts that Education contributing to rural development must be locally controlled, practical, applied, problem-posing,

and focused on functional specialization, he further states other key functions of that It diagnoses their needs, assert their rights, and take greater control of decisions affecting their lives, providing trained manpower in rural areas, linking rural and urban sectors, providing employment and income opportunities, increasing labour force productivity, and developing leadership (Chandra, 2003)

1.2 Statement of the problem

Poverty, illiteracy and inadequate infrastructures are still some of the key challenges that the Kwale dwellers encounter in their daily lives. However, with the new 2010 constitution dispensation, lots of development projects have been launched with the primary objective of improving the lives of poor communities. To address these pertinent problems of poverty, illiteracy and limited infrastructure is to establish the development project that is more responsive to the needs of the community. The community development project is a term used to describe the intervention that deals with physical, social, cultural, economic, political and environmental issues of the target community (Kamando, 2014). Community development varies in sizes from a small group to large scale initiatives (Suresh Kumar, 2016). Community development has a unique purpose depending on the community it serves, other argue that community entails dealing with the root cause of the problem whereas others focus on the capacity building of the community and tackling their own problem (WRHA, Winnipeg Regional Health Authority, Report, 2014) community development primarily focuses on promoting human rights, democracy, equality and social justice. In essence, it is about tackling poverty and disadvantage. (Bamber, Owens, Schonfield, Ghateet Fullerton, 2010).

Community development projects have been seen as a key factor in changing the lives of the community. Many projects are established in the community as a way to improve the living standards of the local. Many community projects have been launched by the Government and the Non-Governmental Organization with the primary objective of alleviating poverty in the area and also improving the lives. All community development projects such as water projects, health and education projects which have been seen as the key game-changer towards the development. Sally et Rosemary (2017) noted that community development projects are established to have a more responsive approach that addresses the local needs and empower the community in the decision-making process in their local area.

Despite many development projects initiated in the area, many projects have encountered participation challenges. "Local community participation in the projects has been poor, thus creating problems of operation and maintenance especially in water projects" (Kwale County Development Plan Report, 2018) Members of the community are unlikely to engage themselves in the implementation of those projects According to Sei (2016) observed that community participation has been an important component of community development and reflected a grassroots or bottom-up approach to problem-solving. Community members have cited a lack of information about the projects in the area as a result of their leaders not sharing the information. Hence; this tends to affect the project which is initiated without the consent of their leaders. Several development projects have suffered due to lack of political will from the leaders

Community members play a significant role in the execution of the projects without their involvement the project cannot meet its intended objective. Execution and sustainability of the development projects cannot be achieved without the involvement of the community in all stages of the project's life cycle (Nampila, 2015). It is observed that lack of involvement of the community members can result to poor development priorities, duplication of resources, mismatch of prioritization of needs, poor decision making and short-lived interventions attributed to poor sustainability plans and community sense of ownership of the intervention outcomes thus affecting their lives (Hassan, Muturi & Samantar, 2018). Despite efforts and commitment by various actors in promoting the development in the area through launching various projects in the area, community participation has been viewed to be a key impediment factor that derails the implementation of these projects. In response to this situation, this study seeks to examine the determinants of community participation in the implementation of community development projects in Kenya. A case of Kwale County.

1.3 Objectives of the study

The study was guided by the following objectives;

- i. To establish the extent to which leadership determines community participation in the implementation of development projects in Kwale County.
- ii. To examine the extent to which culture determines community participation in the implementation of development projects in Kwale County.
- iii. To assess how community support determines community participation in the implementation of development projects in Kwale County
- iv. To determine how the level of literacy determines community participation in the implementation of development projects in Kwale County.

2.0 LITERATURE REVIEW

2.1 Empirical Review

2.1.1 Leadership and Community participation in the implementation of development projects

Leadership is described as what the leader influence, provides direction and regulation to the entire team either in the organization or group with the aim of the attaining the predetermined goals (Hartini, Abdullahet Pangalila, 2019). According to Kruse (2013) termed Leadership as a process of social influence that needs collaboration of inputs from various team players in realizing their goals. For community leadership to work effectively and deliver to its members there must be well-defined structures. According to Kamando (2014) emphasized that Community leaders must build relationships with a particular purpose, such as the development of the community represented by a generalized structure characterized by mutuality and reciprocity.

Leaders play a significant role in the community since they are regarded as people of influence and power hence the community look upon them for any assistance, hence this makes the leaders be able to know the problem faced by the community. Leaders can observe the situation in the community, seeks views or opinions from its members, build consensus, engage the community

through a shared vision, encourage people to take part in the development matters through a need analysis process (Rhonda & Pittman, 2009). According to Mohamed, Kisimbii and Otieno (2018) assert that "Project leadership plays a significant role of noticeably defining how community members should be engaged and for what objective their possible contribution is directed consequently facilitating a meaningful interaction of members of the community. For a project to be successfully implemented the roles of the leaders in the project implementation community should be clearly defined and closely engaged in all aspects of the project.

Regardless of their education status, community leaders are entrusted by the community members in any development matter. Any projects initiated in the area must be channeled to the village elders then 'Baloziwa Nyumba Kumi' since they are believed to be close to their members. Local leaders are thought to be powerful with huge influence despite their informal position they hold, (Mgbada, 2011) He further stated that local leaders are believed to be social and conversant with the community needs and problems and offer quick solutions to the problems. Type of leadership has an impact on the followers thus when a leader displays certain characteristics, they tend to follow suit. According to Muro and Namusonge (2015) observed that participation of the community in public development projects was determined by the kind of leadership style that observes principles of good governance. According to Kolzow (2008) assert that effective leadership in all sphere is demonstrated by maximizing the success of the community and economic development, Therefore, it is very important to engage local leadership in all the development projects in their jurisdictions since they catalyze the development in the community. Ozor&Nwanko (2008) argued that local leaders not only act as a pioneer but also the key influencers and motivators who drive the community development agendas.

2.1.2 Culture and Community Participation in the implementation of development projects

Culture refers to the patterned way of life shared by a particular community. Culture comprises of people's norms, ethos, values, beliefs, *raison d'être*, codes of socially acceptable conducts, modes of life, religion, philosophy and ideology. (Soetan, 2001, October) Parrey (2019) described social-cultural as a set of values, beliefs, traditions and certain behaviours' in which every society possess) Culture is viewed to be instrumental in the development arena in which people use it as a means to express their fulfilment (Unesco report, 2009). For better understanding about African cultural context Idang (2015) classified culture into material and non-material aspects, Materials cultural aspects deals with visible tactile objects which are man-made to protect the human lives to survive while non-materials focus on the norms and ethos of the communities. It is further differentiated as art facts and crafts whereas non-materials culture is a representation that determines the culture of the community such as the taboos.

It believed that culture has a huge impact to the communities as described in a report by CTSA (2011) highlighted the impact of culture as follows; Culture shapes identities and fosters notions of community, and it shapes how individuals and groups relate to each other, how meaning is created, and how power is defined. It further emphasized the researchers and practitioners the need to understand the cultural dynamics of specific groups and institutions to build relationships, identify ways to effectively collaborate, and build respect and trust. Besides, culture seems to be vital thus contributing to Millennium Development Goals (MDG), fostering self-reliance to

communities and act as key strategies in addressing the poverty reduction at the local level since it addresses the local specific issues (UNESCO,2009).

Every community is characterized by its social structure, culture, values systems and background history. However, it is seen that patriarchal systems are practiced across all communities in which have a significant impact on the development projects in the areas. Patriarchy is seen to be one of the key impediments that hinders the community to exercise their freedom in participating in the development. Patriarchy is a term that is applied to demonstrate male dominancy against the women in the society whereby the women have no role in the decision-making process to a matter affecting their development; it is the sole responsibility of the man to decide what the women should do. In a study done by Karamunyaet Cheben (2016) noted that in societies where taboos and beliefs are still in practice, they tend to affect the morale of the locals especially women to participate in the community development projects.

Various religious practices and beliefs are key factors that determine the extent to which members can voluntarily participate in the development projects, some of the projects in the area ought to observe the cultural beliefs practices in the area. Females in most African communities are non-participatory naturally. They are unwilling to be involved in development projects. (Muyoka.2016). It is commonly practiced in the rural set area where any development projects to be carried out there must be some ritual to be observed, A case for Muslim faithful, women are not allowed to be on the front line leading their male counterpart this tends to have a significant effect to their participation in the projects where they are supposed to hold key positions. Safia (2016) argued that traditional belief, religious practices and norms are key factors that hinder women from engaging in the community development project activities.

2.1.3 Community support and Community Participation in the implementation of development projects

Commitment is the willingness and expression of interest to undertake a particular action. Commitment by both the project team and the community is an integral component towards the project success. The degree of commitment varies with the nature and stage of the projects alongside the project implementers. Mega development projects initiated in the area requires a huge commitment to both financial and non-financial resources for the project to meet its planned objectives. Waweru (2015) observed that for the participation of the community in the development project are mainly motivated by various factors such as tangible and non-tangible factors as well as long-term benefits. Despite the benefits derived by the project, the community regards monetary compensation as a key motivator. Indeed, mobilization of the community is deemed to be ineffective in a situation where there is no monetary compensation, hence this tends to affect the project meetings and little participation from the members. Unresolved conflict is a major challenge that contributes to low support by the community towards the development projects. For instance, cases of land compensation of the past completed projects is seen to impede the new projects since members of the community still feel aggrieved hence this lowers the trust between the project proponents and the community. A study done by Musonye (2014) revealed that conflict increases absenteeism and lowers the morale of community members to take part in the implementation of the project.

Two approaches of community participation used by the implementing agency are top-down approach and bottom-up approach. However, the top-down approach is deemed to be ineffective since the projects are majorly initiated with the implementing agency such organization thus rarely meeting the community target needs. Kadungure, Nyonje, Onguko&Ndunge (2016) assert that the consequence of applying the top-down approach is that there is low involvement of the community to support the development project in the area. The bottom-up approach entails engaging the members in the community in the identification of problems and finding the last solution that meets the needs of the affected population. The approach adopted towards the development project has a great impact in addressing the needs of the community. In these regards, bottom-up approach is the best approach that allows the community to voice out their needs, concerns, expectation that really affect them, Hence, this tends to increase their degree of commitment towards the project.

2.1.4 Level of literacy and Community Participation in the implementation of development projects

Literacy is defined “as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying context” (Unesco,2018). It is believed that the low level of education in Kwale County is mainly attributed to minimal commitment and support by the parents (KCID report, 2017). Education is a great asset that improves the quality of life in society (Kamando, 2014). Education is a very important tool for human liberation and development (Njunwa, 2010). According to Kumar (2015) classified three types of education namely; formal education entails classroom activity where there is close interaction with the qualified teachers and in line with the curriculum programs. Secondly, Non-formal education there is no direct learning, the activity is not in tandem with a structured curriculum, it is taught by a trained teacher or a person with the requisite skills and experience. Lastly, Informal Education is when the learning does not take place inside classroom and activity is conducted by an experienced and knowledgeable person such as parents who lives nearby.

Education plays a significant role in shaping the society and promoting development in the area thus education is regarded as an important tool in motivating the participation of locals in diverse management that are development-oriented in nature (Muyoka,2016). Chandra (2003) asserts that Education contributing to rural development must be locally controlled, practical, applied, problem-posing, and focused on functional specialization, he further states other key functions of that It diagnoses their needs, assert their rights, and take greater control of decisions affecting their lives, providing trained manpower in rural areas, linking rural and urban sectors, providing employment and income opportunities, increasing labour force productivity, and developing leadership (Chandra,2003)

It is believed that most of the people in the community who are likely and willing to participate in the community development projects are people who more literate as compared to the illiterate group. Community development projects are aimed at improving the wellbeing of the locals despite the education level, However, this is not the case in the target area since majority of the tasks are performed by the outsider of which they may not understand the culture, language and set in the area. Education doesn't only allow the youth to understand the importance of community development projects implementation but it also helps them be critical and creative thinkers. The higher the number of literate people in the project area, the higher degree of members to take part

in several project activities. Nurbaitet Bambang (2018) noted that people with a higher level of education are likely to be assigned the project roles due to their ability to share information and apply the knowledge as well as being involved in the planning of the project activities. Ali, Otieno et Kisimbii (2018) asserts that youth with a high level of skills are more likely to be active in participating in local community development projects.

3.1 RESEARCH METHODOLOGY

A research design is described as a roadmap of the study in which the study would employ in obtaining the answers to the research questions. Descriptive research design was suitable for this study because it expounds on the situation that the study investigates. The target population was 1194 drawn from residents of Kasemeni location in Kinango sub-county. Sampling was done through Yamane formula of (1967) where a sample of 300 was obtained. Questionnaires were used as instruments of data collection. Data were analyzed through the use of SPSS and presented through frequency and percentage tables accordingly.

4. 0 RESEARCH FINDINGS AND DISCUSSION

4.1 Descriptive statistics

4.1.1 Descriptive statistics on Leadership and community participation in the implementation of development projects

The study examined the determinants of community participation in the implementation of development projects in Kwale County. The respondents were asked to indicate to the extent to which leadership determines community participation in the implementation of development projects in Kwale County. The study used a Likert scale whereby 1=Strongly disagree, 2=disagree, 3=Somewhat agree, 4=agree and 5=strongly agree as presented in Table 1

Table 1: Descriptive statistics of Leadership on community participation in the implementation of development projects

	Mean	Std. Dev
The success of the project depends on the type of leadership	4.1762	.97978
Leaders should address the issues affecting their people before the project takes off	4.1145	1.06643
There is trust between leaders and the community	3.2555	1.35212
There should be a sharing of project information by the leaders	3.9559	1.09213
Leaders engage their people before the project	3.5330	1.20196

Based on the analysis in Table 1 above, it is clear that majority of the respondents agreed that the success of the project depends on the type of leadership as supported with the mean of 4.1762, followed by leaders should address the issues affecting their people before the project takes off with a mean of 4.1145; there should be sharing of project information by the leaders of as indicated with a mean of 3.9559; leaders engage their people before the project had a mean of 3.5330 while the last was there is trust between leaders and the community represented a mean of 3.2555

According to the findings discussed above the study established that leadership plays a significant role in promoting community participation of which the success of the project would only be determined by the kind of leaders involved. For the community to participate in the development projects leaders should be on the forefront in advocating for their issues. Leaders have a role in ensuring that they relay information to their people this would help them in taking part in the project activities, leaders ought to engage their people before the project commences. From the findings, it is clear that Community does not trust their leaders thus this tends to affect their participation in the projects.

4.1.2 Descriptive statistics on Culture and community participation in the implementation of development projects

The second objective was to examine the extent to which culture determines community participation in the implementation of development projects in Kwale County. The descriptive statistics on culture and community participation in the implementation of development projects is presented in Table 2

Table 2: Descriptive statistics of culture and community participation in the implementation of development projects

	Mean	Std.Dev
Project implementers should observe and respect the community values	4.2070	1.03323
Patriarchy affects the decision-making process in project meetings	3.5595	1.15970
Project implementers need to understand the cultural beliefs	3.9075	1.14648
Traditional practices affect project success	3.2379	1.30206
Development project destroys cultural norms	3.5154	1.31145

According to the findings in Table 2, it is noted that majority of the respondents agreed that project implementers should observe and respect the community values as indicated with the mean of 4.2070; followed by project implementers need to understand the cultural beliefs with a mean 3.9075; patriarchy affect the decision-making process in project meetings represented a mean of 3.5595 while the last was traditional practices affect project success with a mean of 3.2379. As per the findings discussed above, the study revealed that culture has a great influence on community

participation in the implementation of development projects. Project implementers ought to observe all the cultural aspects of the community. By doing so, this would help in the smooth implementation of the projects

4.1.3 Community support and community participation in the implementation of development projects

The third objective was to assess how community support determines community participation in the implementation of development projects in Kwale County. Descriptive statistics on community support on community participation in the implementation of development projects is presented in Table 3

Table 3: Descriptive statistics on Community support on community participation in the implementation of development projects

	Mean	Std.Dev
There is the direct contribution of locally available resources such as equipment and labour to project	3.3392	1.18785
A section of people in the community accept the projects	3.8987	.96089
Most of the people are willing to be engaged in the project activities	3.9251	1.08025
There is good cooperation between project implementers and the community	3.1498	1.20638
Community members offer their land for the project	3.5154	1.23499

From the results as demonstrated in Table 3, it is revealed that majority of the respondents agreed that most of the people are willing to be engaged in the project activities as indicated a mean of 3.9251, followed by a section of people in the community accept the projects as illustrated by a mean 3.8987, community members offer their land for the project as shown with the mean of 3.5154, some of the respondents indicated that there is the direct contribution of locally available resources such as equipment and labour to project as supported with the mean of 3.3392 while the least mean of 3.1498 indicated that there is good cooperation between project implementers and the community.

Based on the findings as discussed above it is noted that community participation in the implementation of development projects would be effective when a community is offered an opportunity to contribute their resources in terms of manpower, equipment's as well as being engaged in the project related activities. However, there must be a good relationship between project implementers and the community for the projects to be well executed.

4.1.4 Descriptive statistics on Level of literacy and community participation in the implementation of development projects

The fourth objective was to determine how the level of literacy determines community participation in the implementation of development projects in Kwale County. The descriptive statistics of literacy level on community participation in the implementation of development projects is depicted in Table 4

Table 4: Descriptive statistics of literacy level on community participation in the implementation of development projects

	Mean	Std. Dev
The project task to be performed is determined by the level of qualification	3.6432	1.25525
Training should be conducted before the project takes off	4.0573	1.03960
Decision making is only for people with adequate knowledge	3.1542	1.33304
People who understand the project are more committed to the project	3.8282	1.08550
People with knowledge and skills are more productive in carrying out the project activities	4.0088	1.22652

Based on the findings as depicted in Table 4 above the majority of respondents agreed that training should be conducted before the project takes off as illustrated by a mean of 4.0573, followed by a mean of 4.0088 indicated that people with knowledge and skills are more productive in carrying out the project activities, people who understand the project are more committed to the project constituted a mean of 3.8282, the project task to be performed is determined by the level of qualification had a mean of 3.6432 while the least mean was 3.1542 indicated that decision making is only for people with adequate knowledge. According to the findings discussed above it is clear that training plays a critical role in enhancing the skills of the project participants. It is revealed that people with knowledge and skills are more productive and committed to the project

4.2 Inferential statistics

The study employed regression analysis and Pearson moment correlation. Regression analysis was used to assess the relationship between the independent variables and dependent variables whereas Pearson moment correlation was used to establish the degree of association between the variables understudied.

4.2.1 Pearson moment correlation findings

This analysis was used to assess the degree of association between independent variables and dependent variables. In this study, the independent variables were leadership, culture, community

support and level of literacy whereas the dependent variable is community participation in the implementation of development projects. The Table 5 below shows the findings of the Pearson moment correlation co-efficient.

Table 5: Pearson moment correlation

		Community Participation	Leadership	Culture	Community Support	Level of Literacy
Community Participation	Pearson Correlation	1.000				
	Sig. (2-tailed)					
	N	227				
Leadership	Pearson Correlation	.529**	1.000			
	Sig. (2-tailed)	.000				
	N	227	227			
Culture	Pearson Correlation	.427**	.488**	1.000		
	Sig. (2-tailed)	.000	.000			
	N	227	227	227		
Community Support	Pearson Correlation	.502**	.439**	.393**	1.000	
	Sig. (2-tailed)	.000	.000	.000		
	N	227	227	227	227	
Level of Literacy	Pearson Correlation	.250**	.264**	.444**	.449**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	227	227	227	227	227

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

As per the findings in Table 5, there is a positive association between leadership and community participation in the implementation of development projects with a correlation coefficient of 0.529 with a p-value 0.000 which was significant at 0.05. The association between culture and community participation in the implementation of development projects indicated a weak positive correlation coefficient of 0.427. with a p-value of 0.000 that is significant at 0.05. The correlation findings between community support and community participation in implementation in development projects indicated a weak correlation co-efficient of 0.502 with a p-value of 0.000 that was significant at 0.05. Based on the results above, it revealed that there is a weak positive

association between level of literacy and community participation as supported with a correlation coefficient of 0.250 with a p-value of 0.000 that was significant at 0.05.

4.2.2 Regression analysis

This analysis is used to assess the relationship between the variables under study. In this study, it determined on the relationship between leadership, culture, community support and level of literacy against the dependent variable of community participation in the implementation of development projects in Kwale County. Table 6 below illustrates the model summary

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.539 ^a	.290	.277	3.12435

a. Predictors: (Constant), Community Support, Culture, Leadership, level of literacy

From the model of the summary in Table 6, it reveals that the Adjusted R as the predictive power on the study model it was established to be 0.277 this indicated that 27.7% variations in community participation in the implementation of development projects in Kwale county are contributed by leadership, culture, community support and level of literacy

Table 7: Analysis of Variance (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	885.345	4	221.336	22.674	.000 ^b
Residual	2167.070	222	9.762		
Total	3052.414	226			

a. Dependent Variable: Community participation

b. Predictors: (Constant), Community Support, Culture, Leadership, Level of literacy

Based on the findings in Table 7, the p-value was 0. This demonstrated that leadership, culture, community support and level of literacy influence community participation in the implementation of development projects. As illustrated in the table the F-calculated was found to be 22.764 at 0.05%. Since p-value 0.00 is less than 0.05, it is significant

Further, the regression coefficient is presented in Table 8

Table 8: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	1.126	1.594			.706	.481
Leadership	.411	.081	.321		5.074	.000
Culture	.192	.075	.167		2.569	.011
Community Support	.384	.076	.319		5.025	.000
Level of Literacy	-.061	.072	-.053		-.846	.398

a. Dependent Variable: Community Participation

Regression model

$$Y = 1.126 + 0.411X_1 + 0.192X_2 + 0.384X_3 - 0.061X_4$$

According to the findings presented in Table 8 it was found that holding all the independent variables constant, community participation in implementation in development projects in Kwale county was 1. 126. Based on the results in Table 8 it demonstrated that community support and culture had the greatest influence on community participation in implementation in development projects in Kwale county followed by leadership and level of literacy,

As per the findings, at 0.411 it revealed the relationship between leadership and community participation in the implementation of development projects in Kwale County. The variable was significant since $p=0.000 < 0.05$, this indicate that it is statistically significant, hence alternative hypothesis is accepted this implies that there is a significant relationship between leadership and community participation in the implementation of development projects in Kwale County. The study further revealed that culture influenced the community participation in the implementation of development projects as illustrated with 0. 192. Based on the statistical significance, revealed that $p\text{-value} = 0.011 < 0.05$, Null hypothesis is accepted, hence there is no significant relationship between culture and community participation in the implementation of development projects in Kwale County

From the findings, it clearly indicates the relationship between the community support and community participation in the implementation of development projects in Kwale County as supported by 0. 384. Based on the statistical significant it indicated that since $p\text{-value} = 0.000 < 0.005$, Null hypothesis is accepted and that there is no significant relationship between community support and community participation in implementation in development projects in Kwale County. The study revealed that there is a negative relationship between the level of literacy and community participation in the implementation of development projects as illustrated by -0.61 with a $p\text{-value} = 0.398 > 0.05$, it is statistically significant hence there is a significant relationship between the level of literacy and community participation in the implementation of development projects in Kwale county.

5.1 CONCLUSION

The study concluded that leadership, culture, community support and level of literacy in Kwale County have great influence towards community participation of development projects. The research further concluded that leadership influence community participation in the implementation of development projects in Kwale County. The study concluded that when development projects in the area incorporate the local leadership there are high chances of project success since community members are influenced by their leaders

It was also concluded that culture influences community participation in development projects in Kwale County. The study noted that cultural values, norms, belief, patriarchy and traditional practices of the community need to be addressed when undertaking such mega development projects in the area. The study concluded that community support contributes to community participation in the implementation of development projects in Kwale County. Therefore, the collaboration between the community and the project developers create a sense of ownership and improve the good working environment which eventually contributes to the success of projects.

The research concluded that the level of literacy has a significant influence on community participation in the implementation of development projects in Kwale County. From the study, it was revealed that many residents in the area are illiterate or semi-illiterate, hence they lack the requisite skills and knowledge that make them participate in the development projects in the area this contributed to low participation in the projects.

6.1 RECOMMENDATION

The study recommended the following;

For any development projects to be well executed there should be a good rapport between local Leadership and project implementers/developers since. Leaders are so close to their people, therefore, involving them in the projects will contribute to the successful implementation of the projects. Most development projects tend to erode the community culture due to displacements, relocations or failure to observe the community values. It is prudent that the project implementers understand and observe the community culture. In the case where development project destroys the community, sacred places/shrine compensatory terms should be established for the persons affected by the projects. Project implementers should establish good collaboration and relationship with the community before, during and after the project. This would create a sense of belonging that will make the community to fully support the project through the provision of locally available resources. It is through that collaboration between community and project implementer that will also improve the sustainability of the projects. Since the majority of the residents do not qualify for the project development tasks due to illiteracy or low level of education it is advisable to project implementers/donors to develop more training programs initiatives that would enhance their skill-set. Local government must collaborate with the project organizations in the provision of free training to bridge the literacy gap.

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