



Influence of Capacity Building in Enhancing Democratic Governance Process in Kenya

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Abstract

Capacity building is the frameworks adopted by government as organizational development and human resource tools for responding to the dynamic changes in the emerging trends of service delivery and governance. Capacity building enhances the abilities of individuals, organizations and systems to undertake and disseminate high quality research efficiently and effectively. In order to effectively support a country to achieve the democratic governance, understanding of the features and elements of organizational effectiveness is necessary. Enhanced understanding of the components of organizational effectiveness can support capacity building efforts to be effective and targeted. The objective of the study was to establish the influence of capacity building on enhancing democratic governance. The study adopted descriptive and correlation research design. All the forty-seven (47) counties in Kenya were targeted, with five officers per counties forming the sample frame. Regression models were used to examine the influence of the capacity building on democratic governance in Kenya. The study found that there was a positive relationship between capacity building and democratic governance. This study addresses the existing knowledge gap by determining the effect of capacity building on democratic governance process in Kenya. The study recommended on capacity building in governance as it sets the stage for efficiency and effectiveness, and becomes an essential precondition for building public trust, that is, transparency, integrity and professionalism in democratic governance.

Keywords: *Capacity building, Democratic Governance, Kenya.*

1.0 Introduction

1.1 Background of the study

Capacity building refers to a broad set of activities to which actors in the international development aid system undertake to catalyze social change in what Baser and Morgan (2008) refer to capacity change and performance principle. It is argued by the two scholars that performance towards social change in the society has everything to do with capacity building. As such, effective performance is purely as a result of the application and implementation of capacity building efforts (Baser & Morgan, 2008). Capacity building is associated with activities designed to increase the competence and effectiveness of individuals and organizations (Stryk, Damon & Haddaway, 2011). Capacity is the process by which individuals, groups, organizations, and communities increase their abilities to perform core functions, solve problems, define and achieve objectives; and understand and deal with their development needs in a broad context and in a sustainable manner. (United Nations Development Programme, Management Development and Governance Division, 1998).

Capacity building enhances the abilities of individuals, organizations and systems to undertake and disseminate high quality research efficiently and effectively. There are three major levels in capacity building and they include individual, organizational and institutional. Individual involves the development of researchers and teams via training and scholarships, to design and undertake research, write up and publish research findings and influence policy makers. Organizational entails developing the capacity of research departments in universities, thinks tanks and so on, to fund, manage and sustain themselves. Institutional involves changing, over time, the 'rules of the game' and addressing the incentive structures, the political and the regulatory context and the resource base in which research is undertaken and used by policy makers.

Capacity building is frameworks adopted by government as organizational development and human resource tools for responding to the dynamic changes in the emerging trends of service delivery and governance. Capacity building services need to be offered by well-trained providers that offer well established best practices in the field of nonprofit capacity building (Ontario Trillium Foundation, 2005; TCC Group, 2010).

1.2 Statement of the Problem

While there seems to be international consensus that capacity building is key to promoting democratic process, more attention needs to be drawn to the way to go about it. This entails the approaches and means being used to achieve the objective of capacity building for democratic governance. Capacity building is a dynamic process that is often part of a broader developmental or change process. As a consequence it is difficult to plan in advance which steps will need to be taken, or in which order.

There are a range of tools in capacity building which, if appropriately applied, can make a significant difference. Effective capacity building is the result of the interplay between individual, organizational, network and institutional factors. It is difficult to plan in advance which steps will need to be taken or which dynamics will evolve, but planning is nevertheless essential to develop a shared vision and strategy. Its development can be pursued and facilitated by a process of action learning and continuous adaptation of interventions in the light of experience. At the practical level the issues will need to be identified, and a road map outlined during the programme inception stage. This suggests an iterative and flexible process that focuses on building on existing strengths and assets and enhancing local ability to solve problems define and act upon development needs.

Successful capacity building efforts include opportunities for peer to peer networking, mentoring, and information sharing (Ontario Trillium Foundation, 2005). Peer connection is especially important when considering board development and succession planning activities. In fact, when done well, peer exchanges help individuals share knowledge; skills, resources and tools, as well as serve as coaching groups to help participants become more motivated to change. Many frameworks are comprised of similar organizational elements, with the main differences between them being how they are grouped into components (Raymond, 2010). In a review of the literature, there seems to be a trend in recent studies utilizing the capacity building framework proposed by Connelly and York (LBJ School of Public Affairs & Bush School of Government and Public Services, 2006; Price water house Cooper Canada Foundation, 2011; Raymond, 2010). This framework for understanding organizational capacities consists of four key areas: leadership capacity, management capacity, technical capacity, and adaptive capacity (Connolly & York, 2003). The literature in this area raises several challenges to capacity building activities targeted at building organizational effectiveness. These challenges stem from the lack of clear

understanding around capacity building, little attention or effort to the framing of capacity building initiatives, lack of appropriate support for effective activities, and mixed evidence supporting capacity building outcomes

In order to effectively support a country to achieve democratic governance, understanding of the features and elements of organizational effectiveness is necessary. Too often, funders, capacity builders, and organizations are focused on the process of capacity building as opposed to the outcome of capacity building. Enhanced understanding of the components of organizational effectiveness can support capacity building efforts to be effective and targeted.

1.3 Objective of the study

The objective of the study was to establish the influence of capacity building on enhancing democratic governance.

1.4 Research Hypothesis

H: Capacity building has an influence on democratic governance in Kenya.

2.0 Literature Review

2.1 Theoretical review: Neo-institutional theory

The theory is attributed to John Meyer, Brian Rowan, Lynne Zucker and Richard Scott whose collection of works on the theory are found ranging from 1977 to 1983 (Powel, 2007). The theory is founded on the view that organizational structures outlay the inherent technical forces, rational myths, knowledge legitimated through schooling. The theory emphasized on the core symbols of organizations, such as symbolic systems, cultural scripts and mental effects. The theory holds that these symbols shape institutional effects.

The symbols of an institution set the stage for institutional effect to be concerned with social stability, attracting attention to reproductive processes that operate as stabilizing patterns for sequences of activities that were routinely enacted (Jepperson, 1991). Institutionalism is therefore attributed in terms of the various processes that facilitate the appearances that achieve normative and cognitive fixity (Meyer, Boli & Thomas 1987). Meyer and Scott (1983) observe that any institutional environment and situation is but an output of both internal organizational dynamics and external actions of other organizational stakeholders who interact with the organization at different levels of time and structure of production. This view is further enhanced by Bourdieu and

Wacquant (1992) who underscore the import of both relational and cultural influences on any organizational behavior. The theory illustrates a state as a community of disparate organization, with producers, consumers, overseers, and advisors who engage in common activities, in line with the laid down procedure. This avers to an acceptable scenario for the actors to influence on the state and the existence of a criteria or procedure for their actions.

The challenges of an organization to capture what the stakeholders desire is well captured by Clemens and Cook (1999). The decision therefore to create a provision for engagement with organizations by the stakeholders was supported by Eldelman (1992), Dobbin and Sutton (1998). This was instrumental to rid of the potent mentality, and reflect the state as that entity that considers worthwhile the contribution of its citizens. By embracing citizen participation, an organization attracts the attention of internal organizational logics and the heterogeneity of participation towards institutionalizing organizational behavior. This resultant process confers institutionalization its political attribute as a political exercise, with its success embedded on the relative power of the actors who strive to drive it (DiMaggio 1988).

In addition, the governance model ought to have appropriate mechanisms to resolve conflicts emerging therein as the stakeholders relate to each other (Djelic & Andersson 2006). The Kenyan model of devolved government and the role of public participation are well defined and explained in this theory. No public participation that can take place outside a regulated environment and at the same time, no state can make the most useful decisions of a people devoid of their participation.

2.2 Empirical review

The Sixth Schedule to the Constitution (Section 15 [2a]) mandates the National Government to facilitate the devolution of power; assist and support county governments in building their capacity to govern effectively and to provide public services. Section 121 of the County Governments Act 2012 provides for the National Government ministry or department responsible for matters relating to intergovernmental relations to provide support to county governments to enable them to perform their functions effectively. The Kenya School of Government Act No. 9 of 2012 mandates the School to build capacity and provide training, consultancy and research services for the Public Service. A National Capacity Building Framework has been developed to support the capacity

building for devolved governance. KSG, CPST and other institutions of higher learning are obligated to use the framework.

Niemi and Junn's (1998) studied the national assessment educational progress in which they found out that civic education increased political knowledge by four percent. They therefore concluded that 'contrary to over 30 years of research findings on this phenomenon, civic education has an impact of a size and resilience that makes it a significant part of political learning. Reacting to the findings, Dudley and Gitelson (2002) acknowledged that the four percent effect that the findings detected constitutes an important finding in contrast to those which found absolutely no connection between civic education and civic outcomes. These findings are later praised and commended by Finkel and Ernst (2005) in their assertion 'the findings are a significant revision since the 1990's to the pessimism of the early studies'.

Finkel and Ernst (2005) undertook a study based on comparing effects on knowledge to that of attitudes on students in South Africa. The study concluded that 'exposure to civic training has weaker attitudinal than pure knowledge effects and more difficult to impart values and political orientations in the classroom than simple factual information. The findings were summarized as thus 'civic education matters in predicting students' level of political knowledge as much as their exposure to the mass media, their age and grade level, whether they come from a family that discusses politics often, and whether other members of their family are political active. This study concluded that the 'privileged elements in the society benefit most from civic education programs in that they are able to translate mobilization messages into actual behavior (Finkel, 2002).

USAID (2002) report deducted that 'in more cases than not, the less educated benefitted more from civic education than their more highly educated counterparts. The implication is that civic education, well managed, can help overcome some of the political advantages enjoyed by better educated citizens'. Levinson (2004) in his study of impact of civic education in Mexican schools notes that one concern about the program's effectiveness is 'the cultural and political immaturity of the broader society to sustain whatever democratic habits and attitudes the school manages to develop in students'.

2.3 Conceptual framework

A conceptual framework is a concise description of the phenomenon under study accompanied by a graphical or visual description of the major variables of the study (Cooper & Schindler, 2008). Young (2009), states that a conceptual framework is a diagrammatical representation that shows the relationship between dependent variable and independent variables. A conceptual framework is also a set of broad ideas and principles used to structure a subsequent presentation (Kombo & Tromp, 2009).

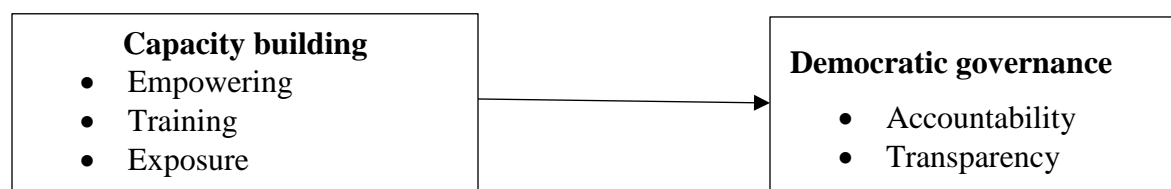


Figure 1: Conceptual framework

3.0 Research methodology

This research adopted descriptive and correlation research design. Study population consisted of all the 47 Counties in Kenya. The study used a census for all the forty-seven counties in Kenya, targeting critical officers in the implementation framework of governance in Kenya. The County executive was represented by the governor or his representative, while the county assembly speaker was represented the County assembly. The IEBC County coordinator represented the electoral agency, which is tasked with the enormous task of civic education in the country. County attorneys provided the much desired legal framework situation of the governance framework in the counties.

The study adopted a census technique with respect to the unit of analysis. Questionnaires were designed to collect information on the influence of capacity building in Kenya on democratic governance. The questionnaire instrument for data collection was preferred as it helps the respondents to be objective and more precise in responding to research questions. In designing the question items, both closed and open ended format of the item will be used. Care will be taken to ensure that the design is simple and respondent friendly. A five – point likert scale (Likert, 1961) which ranges from ‘very great extent’ to ‘very low extent’ (5= ‘very strong extent’, 4=’great

extent', 3='moderate extent', 2= 'low extent and 1= very extent') will be used, to reflect the strength of agreement or disagreement of the respondents. The questionnaires were divided into the various sections of the variables. In this study the primary data obtained from the questionnaires was checked for omissions, legibility and consistency before being coded for analysis. Statistical Package for the Social Sciences (SPSS) software was used to organize code and analyze information and generate quantitative report. Newman (2009) indicates SPSS's main advantage as includes many ways to manipulate data and containing most statistical measures. Regression analysis was used to determine the relationship between the dependent variable (Democratic Governance) and the independent variable (Capacity Building)

The regression model adopted was:

$$Y = \beta_0 + \beta_1 X$$

Y = Democratic Governance

X = Capacity Building

e is error term

β_0 represents the constant

β_1 regression coefficient

4.0 Results and findings

4.1 Descriptive Statistics on Capacity Building

In this study, capacity building was measured by 6 statements. Respondents were asked to rate on a scale of 1 to 5; where 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree. The analysis is on Table 1

Table 1: Descriptive Statistics on Capacity Building

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev
Capacity building is a recognition that organizations need to build management systems as well as programs.	0.0%	0.0%	0.0%	80.1%	19.9%	4.20	0.40
Seminars, workshops, are mode of capacity building used by almost all democratic institutions in Kenya	0.0%	0.0%	0.0%	34.3%	65.7%	4.66	0.48
Training, Access to on-line data, documentation, and information on specific Capacity building facilitate democratic governance	0.0%	0.0%	25.9%	64.5%	9.6%	3.84	0.58
Capacity building is associated with activities designed to increase the competence and effectiveness of individuals and organizations	0.0%	0.0%	0.0%	55.4%	44.6%	4.45	0.50
Capacity building broadens the participation for the masses and becomes a prerequisite for democracy deepening.	0.0%	0.0%	0.0%	41.0%	59.0%	4.59	0.49
Developing a capacity building plan is to set objectives and indicators to show expected progress over a particular timeframe.	0.0%	0.0%	14.5%	64.5%	17.5%	4.14	0.79
Average						4.31	0.54

The results show that 80.1% agreed with the statement that capacity building is a recognition that organizations need to build management systems as well as programs. 65.7% strongly agreed that seminars, workshops, are mode of capacity building used by almost all democratic institutions in Kenya, 64.5% agreed that training, Access to on-line data, documentation, and information on specific Capacity building facilitate democratic governance, 55.4% agreed that capacity building is associated with activities designed to increase the competence and effectiveness of individuals and organizations, 59.0% agreed that capacity building broadens the participation for the masses and becomes a prerequisite for democracy deepening while 64.5% agreed that developing a capacity building plan is to set objectives and indicators to show expected progress over a particular timeframe. The overall mean of the responses was 4.31 which indicates that majority of the respondents agreed with the statements on capacity building. The standard deviation of 0.54 indicates that the responses were closely varied. The study agrees with that of (Fraser-Moleketi, 2012) that capacity building promotes professionalism in governance, which is critical, not only

in fending off catastrophes and effectively responding to winds of change, but also the threats to smooth integrity and governance values such as populism and corruption.

4.2 Correlation analysis.

The Pearson's r correlation between capacity building and democratic governance is 0.295. This means that there is a weak relationship between the two variables. It means the change in one variable is weakly correlated to change in the second variable since 0.295 is not close to one. 0.295 is however positive therefore an increase in one value leads to increase of the other. There is a statistical significance between capacity building and democratic governance ($p=0.000$). The analysis is on Table 2

Table 2: Correlation between Capacity Building and Democratic Governance

		Democratic Governance	Capacity building
Democratic Governance	Pearson Correlation	1.000	
	Sig. (2-tailed)		
Capacity Building	Pearson Correlation	.295**	1.000
	Sig. (2-tailed)	0.000	

** Correlation is significant at the 0.01 level (2-tailed).

4.3 Regression analysis

Fitness of Model

The fitness of model explains the relationship between capacity building and democratic governance. Capacity building was found to be satisfactory variables in determining democratic governance. This was supported by the coefficient of determination also known as the R-square of 0.087. This means that capacity building explains 8.7% of the variations in the dependent variable. These results further mean that the model applied to link the relationship of the variables was satisfactory. The analysis is on Table 3.

Table 3: Model Fitness

Model	Coefficient
R	0.295
R Square	0.087
Adjusted R Square	0.081
Std. Error of the Estimate	0.35722

The ANOVA results indicate F statistic of 15.620 which was greater than f critical of 5.8 implying that the model was statistically significant. Further, the results imply that the independent variable, capacity building was a good predictor of democratic governance. This was also supported by the reported $p=0.00$ which was less than the conventional probability of 0.05 significance level. The analysis is on Table 4

Table 4: Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.993	1	1.993	15.620	.000
Residual	20.927	164	0.128		
Total	22.921	165			

Table 5 results revealed a positive relationship between capacity building and democratic governance ($\beta = 0.203$). The relationship was also significant at 5% level of significance ($P\text{-value} = 0.000$). This finding implied that an improvement in capacity building by one unit led to a 0.240-unit improvement in decentralized units.

Table 5: Regression Coefficient

	B	Std. Error	beta	t	sig
(Constant)	3.587	0.216		16.604	0.000
Capacity Building	0.203	0.051	0.295	3.952	0.000

The specific model is;

$$\text{Democratic Governance} = 3.587 + 0.203 X$$

Where X = Capacity Building

Hypothesis Testing

The hypothesis was tested by using the linear regression (table 5). The acceptance/rejection criteria were that, if the p value is less than 0.05, the hypothesis is not rejected but if it's greater than 0.05, the hypothesis fails to be accepted. Based on this objective and literature review, the following alternative hypothesis was formulated for testing.

H: Capacity building has an influence on democratic governance.

Results in Table 5 show that the p-value was $0.000 < 0.05$. This indicated that the alternative hypothesis was not rejected hence capacity building has an influence on democratic governance.

This study is consistent with that of (Fraser-Moleketi, 2012) that capacity building promotes professionalism in governance, which is critical, not only in fending off catastrophes and effectively responding to winds of change, but also the threats to smooth integrity and governance values such as populism and corruption.

5.0 Conclusions

The objective was intended to determine the influence of capacity building on democratic governance. It was hypothesized that capacity building has an influence on democratic governance. Simple linear regression analysis was used to test this hypothesis. Capacity building was separately regressed on democratic governance. The results revealed a positive relationship between capacity building and democratic governance ($\beta = 0.203$). The relationship was also significant at 5% level of significance (P-value=0.000).

6.0 Recommendations

The results provided sufficient statistically significant evidence to signify a positive relationship between capacity building and democratic governance. The study recommends that government's management systems and programs strengthen capacity building to increase the competence and effectiveness of individuals and county government capacity building broadens the participation for the masses and becomes a prerequisite for democracy deepening. Capacity building in governance sets the stage for efficiency and effectiveness, and becomes an essential precondition for building public trust, transparency, integrity and professionalism in democratic governance.

There is need to build a critical mass of people with the right capacity to manage the democratic governance process in Kenya. Capacity building promotes integrity in governance to effectively respond to winds of change. It assists governments in appreciating service to its citizens by conceptualizing the representation of citizens as 'clients' and related concept that government, in essence, was really no different from private enterprise that could behave as such. The study recommends that the government should invest in building the capacity and credibility of community based institutions that promote the role of civil society and special groups like gender equality, representation of the minority and people with disabilities, transparency, and

accountability are key to the success of any public activity. Capacity building in governance sets the stage for efficiency and effectiveness, and becomes an essential precondition for building public trust, that is, transparency, integrity and professionalism in democratic governance.

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