



International Journal of Social and Development Concerns

Vol. 1, Article 3/12 | October 2017 e-ISSN

Chief Editor
Web: www.ijscd.org
Email: info@ijscd.org

Editing Oversight
Empiris Creative Communication Ltd.
Web: http://www.empiriscreative.com

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Vol. 1 | Implications of Social Service Delivery on Development in Africa

Social Determinants of Effective Public Participation in NG-CDF Funded School Projects in Takaba Sub-County of Mandera County, Kenya

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Abstract

Parliamentary involvement in grassroots projects and in community development has been growing in developing countries such as Kenya. One of the main roles of the Constituency Development Funds (CDF) is to provide facilities in learning institutions. This creates the right learning atmosphere for learners and other stakeholders. In schools these funds are meant to facilitate construction of various infrastructure including classrooms, laboratories, and libraries among others. However, the reality on the ground in Takaba Sub-County is different in many cases. It is quite evident that the procedure being followed does not address the felt need in most schools. There are projects that were started and have never been completed. In some other institutions, projects that were funded are not those that were urgently required at the particular time. The purpose for which the fund was created was compromised; the institutions with greater need continued to lag behind; and the wrong reasons that are sometimes used to determine the implementation of some projects for particular schools were enhanced. It was, therefore, necessary that a study be carried out to establish the social determinant of effective public participation in NG-CDF funded school projects in Takaba sub-County of Mandera County, Kenya. This research problem was studied through the use of a descriptive research design. The population for this study was members of Takaba sub-County CDF Committees and the public committee involved in the implementation of CDF projects. The study had a target population of 169 respondents. The study used Fisher, Laing and Stoekel (1983) formula to arrive at the sample size of 118 respondents. The research used questionnaires, which the researcher administered individually to all respondents of the study. The study carried out a pilot study to pretest and validate the questionnaire. Quantitative data collected was analyzed using SPSS V 23 and was presented through percentages, means, standard deviations and frequencies. The information was displayed by use of bar charts, graphs and pie charts and in prose-form. Content analysis was used to test data that is qualitative in nature with data collected from the open ended questions. A multiple regression analysis was applied to determine the relative of importance of each of the four variables with respect to effective public participation. The study found that communication methods, awareness level, attitude and perception and cultural practices are statistically significant to public participation. The study concludes that communication methods, awareness level, attitude and perception and cultural practices are positively related to public participation. The government and other stakeholders should use communication methods which will enhance participation in NG-CDF funded school projects. The management of NG-CDF funded school projects should understand the attitude and perception of individuals. The project managers should understand the cultural practices of people they want to participate in the projects.

Key terms: Social determinants, Public participation, National Government Constituency Development Funds, Projects

Introduction

1.1. Background of the Study

Parliamentary involvement in grassroots projects and in community development has been growing in developing countries such as Kenya. One policy tool for this involvement is Constituency Development Funds (CDFs), which dedicate public money to benefit specific political subdivisions through allocations and/or spending decisions influenced by their representatives in the national parliament. Policymaking on CDFs, including goals and size of the funds; the structure of decision making on the use of the funds at all stages of implementation; oversight of CDF operations; and the relative influence of different individuals and groups in making policy. CDFs resemble the venerable U.S. congressional allocations in national and State-level policymaking. Operations of CDFs have sometimes been controversial because they raise fundamental questions about the efficacy of government service delivery, the extent to which such service delivery can be made accountable, the role of legislators in selecting development priorities, and how public participation in policymaking can be made more meaningful (Baskin, 2010).

However, despite such challenges CDF have been credited with a lot of grass root projects that have direct impact to the taxpayer. Projects are temporary endeavors undertaken to produce specific objectives within a given time and at a specified costs. This means that a project must have a clearly defined scope, have a definite starting and ending point and a budget for successful completion. The Constituency Development Fund (CDF) is an annual budgetary allocation by the national government to each of the country's constituencies (Mwangi, 2015). While there are several rules that govern the utilisation of CDF to ensure transparency and accountability, decisions over the utilisation of the funds are supposed to be mainly by the constituents. The aim of CDF was to devolve national resources to the community level with the aim of spurring economic development at the grassroots level, which would then translate to overall national economic growth and poverty reduction.

NG-CDF Act, 2015, limits the role of MPs to mobilise the public to prioritize development projects and forward the recommendations to their respective CDF committees. The Act, however, provides that the 2.5 percent will be derived from the National Government's share of revenue after allotment to the 47 counties. According to the *NG-CDF Act*, funding shall be for a complete project or a defined phase of a project and may include acquisition of land and buildings. The Act further provides for MPs to be limited to their constitutional mandate of representation, oversight and legislation. This leaves the implementation of projects to the constituency fund managers and committees.

Mandera County is situated in the former North Eastern province of Kenya. The climate here is prominently arid and semi-arid and thus the main economic activity of the residents of Mandera is livestock keeping. The county has been left out in the past in matters of development in the phase that saw the development of other areas such as Nairobi. The communities in Mandera are among the marginalised communities in Kenya. The viability of the livestock keeping as the sole economic activity is rather shaky and the people of Mandera are embracing agro-pastoralism. The county has not known peace for a relatively long period of time due to conflict arising from cattle rustling, terror attacks, protests and riots, ethnic clashes, robberies and encroachment by agro-pastoralists. This county has about 42 public secondary schools and 210 public primary schools. The county has 14 private secondary schools and 33 private primary schools, 3 operational youth polytechnics and one public university. The county has one public college (Mandera Teachers Training College) and two private colleges: Border Point Teachers College and Maarifa College. Most locals in this county are not pursuing the education profession thus the county is in shortage of P1 teachers. Mandera County has about five Youth Polytechnics: Mandera East, Takaba, Elwak, Banisa, and Fino. The county is keen on youth empowerment. Some of the earlier-named schools above are part of the NG-CDF projects which require public participation.

1.2 Statement of the Problem

One of the main roles of CDF is to provide facilities in learning institutions. This creates the right learning atmosphere for the learners and other stakeholders. In schools these funds are meant to facilitate the construction of various infrastructure including classrooms, laboratories and libraries, among others (Ojwang & Bwisa, 2014). However, the reality on the ground in Takaba sub-County is different in many cases. It is quite evident that the procedure being followed does not address the

felt need in most schools. There are projects that were started and have never been completed. In some other institutions, projects that were funded are not those that were urgently required at the particular time (Chesiyna & Wanyoike, 2016). Some of the deserving institutions have also been denied funding as those that have sufficient facilities and resources have had new projects approved for construction or funding (Juma, 2014). If this problem is not addressed urgently, the outcome is bound to be disastrous. The purpose for which the fund was created will be compromised, the institutions with greater need will continue to lag behind, and the wrong reasons that are sometimes used to determine the implementation of some projects for particular schools will be enhanced (Mwangi, 2015). It was, therefore, as a matter of urgency, necessary that a study was carried out to establish the social determinants of effective public participation in NG-CDF funded school project in Takaba sub-County of Mandera county, Kenya.

1.3 Objectives of the Study

General Objective

The general objective of the study was to establish the social determinant of effective public participation in NG-CDF funded school projects in Takaba sub-County of Mandera County, Kenya

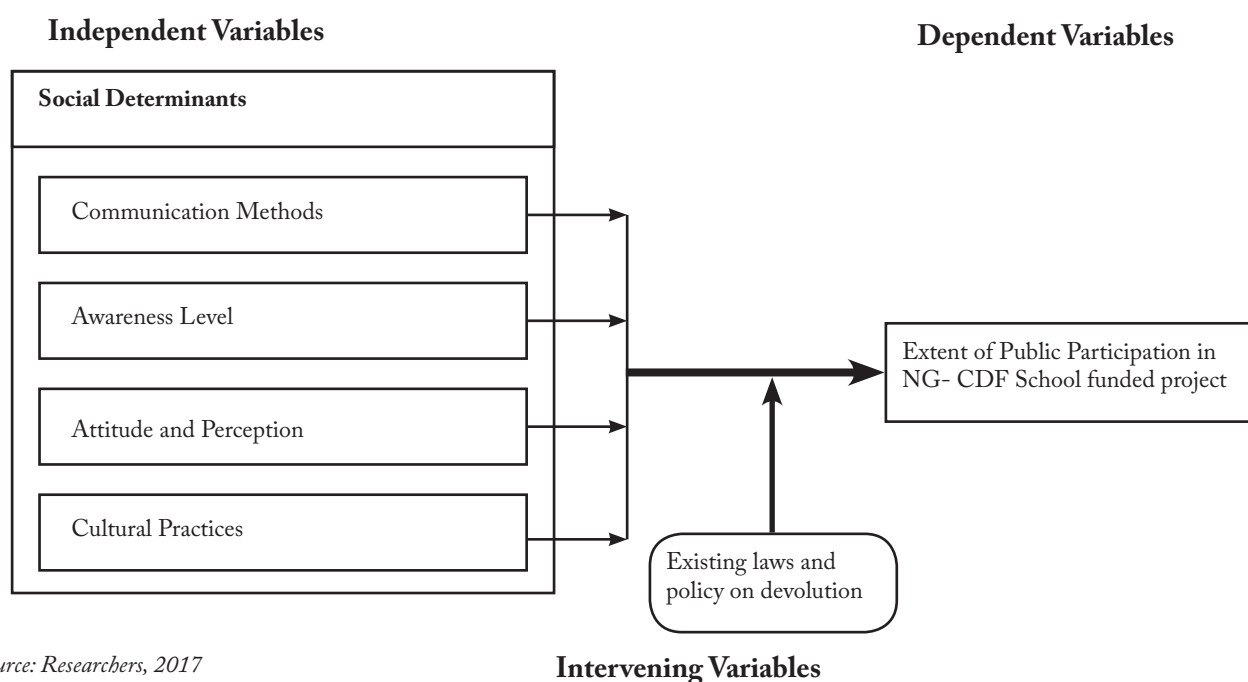
Specific Objectives

The study was guided by the following specific objective

- i. To examine the role of communication methods applied on public participation in NG- CDF School funded projects in Takaba sub-County
- ii. To investigate influence of awareness level on public participation in NG-CDF funded school projects in Takaba sub-County
- iii. To establish the influence of attitude and perception on public participation in NG-CDF funded school projects in Takaba sub-County
- iv. To investigate the role of cultural practices on pub public participation in NG-CDF funded school projects in Takaba sub-County

1.4 Conceptual Framework

Figure 1| Conceptual Framework



Source: Researchers, 2017

The independent variables communication, awareness level of the public, their attitudes and perception and cultural practices are thought to influence public participation in the management of NG-CDF funds in Schools in Takaba sub-County, Mandera County.

Theoretical and Literature Review

2.1 Theoretical review

Theories of community participation have received considerable academic attention particularly since the early 1990s but have been a source of debate since 1960s. This study will seek to borrow from some of the theories in an attempt to establish the social determinant of effective public participation in NG-CDF funded school projects in Takaba sub-County of Mandera county, Kenya.

Arnstein's Ladder of Citizen Participation

The seminal work on the subject of community participation was by Arnstein (1969). The importance of Arnstein's work stems from the recognition that there are different levels of participation from manipulation or therapy to what can be viewed as genuine participation. In the theory, she explains that there are eight ranks in the ladder and each of the ranks represents the type of participation and degree of citizen control over development. In rank one and two, participation takes the form of manipulation, in rank one and therapy ranks two. Three and four represent participation by informing and consulting respectively. These levels of tokenism allow have-nots to hear and have a voice but hardly offer power to ensure that the powerful heed to their voices. There is neither follow-through nor assurance of changing status. The fifth is a graduation of participation from tokenism to placation. Placation allows the have-nots to advise the powerful continue to retain the right to decide. The sixth rank is partnership, the seventh is delegated power, and the eighth is citizen control. These ranks stand for genres of participation that provide citizens with increasing degrees of decision-making power. The ladder promotes the idea that participation should allow for, redistribution of power that enables the have not citizens presently excluded from the political and economic processes to be deliberately included in the future. Participation is the means by which citizens can include significant social reform, which enables them to share in the benefits of the affluent society.

Burns and Taylor (1994) modified Arnstein's Ladder of Citizen Participation. This was a shift towards understanding participation in terms of the empowerment of individuals and communities. This stemmed from growing prominence of the idea of the citizen as a consumer, where choice among alternatives is seen as a means of accessing power. This is more elaborate than Arnstein's ladder with further qualitative breakdown of some of the different levels. For example, a distribution is drawn between cynical and genuine consultation and between entrusted and independent citizen control. The phenomenon of civic hype, increasingly recognized during the 1990s, is incorporated at the bottom of the ladder. This essentially treats community participation as a marketing exercise in which the desired result is sold to the community. This study will use the Arnstein's Ladder of Citizen Participation to establish the social determinant of effective public participation in NG-CDF funded school projects in Takaba sub-County of Mandera County, Kenya.

Robert Chambers Theory: Participatory Rural Appraisal

Chambers (1994) argues that to promote the development of the disadvantaged people, change agents must transform into learners. They must abandon their top-down attitudes, professional expertise, and institutional behaviours. They must constantly reflect on the extent to which their actions inhibit development of their subjects. Chambers assumes that personal changes in the behaviour and attitudes of development practitioners lead to professional changes. Drawing from Chambers, Mwanzia et al., (2010) explains that participation is a method, a process and outcome of development, research and empowerment. They explain that participatory methods are important to get information from the marginalised because most policymakers are unaware of the needs of the rural poor as most of them live in the urban centers and do not share the social circumstances or class origins of those they profess to help. This study will use the Robert Chambers Theory to

establish the social determinant of effective public participation in NG-CDF funded school project in Takaba sub-County of Mandera County, Kenya.

2.2 Empirical Literature

Communication Methods

A range of methods exist for involving the public in decision-making (Petts et al., 1996; Downs, 1997). Some methods are traditional while others are more innovative; some are aimed at eliciting views while others aim to empower the community; some are used for generating options at a strategy-making stage while others are used for specific decisions such as option selection; some require participants to give an immediate view while others allow time for deliberation; and some are based around particular service areas while others are more general in nature (Petts & Leach, 2000). **Leaflets/Brochures:** this is a traditional method of communication in public participation in which written materials are used to convey information. In this kind of method, care should always be taken in establishing the boundaries of distribution. This method can potentially reach a wide audience, or be targeted towards particular groups. However, the Information may not be readily understood and may be misinterpreted (Petts & Leach, 2000). **Advertising:** this involves an advertisement placed to announce proposals, arrangements for meetings, and other activities. Depending on the circulation of the publication, the advert could potentially reach a large audience. However, the information will only reach those who read the publication in which the advert is placed, hence only limited information can be provided (Barnes, 1999).

Awareness Level

The *Kenya Constitution*, 2010 says that citizens have the right to participate at each level of public participation. In conformity, World Bank (2002) notes that citizens' awareness of their rights, roles and responsibilities is a necessary element for constructive citizen participation. The concept of community awareness and participation emerged in the early 1970s from the community movement in developing countries and has since become an important basis for project success (Thwala, 2010). Community awareness and participation are particularly necessary due to the failure of the top-down approaches to address challenges such as high poverty and environmental degradation, among others. Consequently, emphasis shifted from imported technical professional solutions to community based development, recognizing local knowledge and skills of the people living in poverty, and making effort to engage them in participatory programmes (Warburton, 2000; Cooke & Kothari, 2001). As noted by the World Bank (2004), community awareness and participation are processes through which stakeholders gain influence and control over development initiatives, decisions and resources affecting their lives and livelihoods. In many developing governments, community awareness and participation are valuable in improving community welfare, training people in local administration, and extending government control through self-initiatives (McCommon, 1993). Community participation brings forth several advantages to communities in terms of empowerment, capacity building, improving project effectiveness and efficiency, project cost sharing, and enhancing ownership (Thwala, 2010). The extent of participation varies from information sharing, consultation, decision making, and initiation of action. The concept is successful in situations where community members and community based organizations take an active role and responsibilities rather than where development actors merely target them through baseline surveys and consensus-building meetings (Thwala, 2001; 2010). Community based organizations serve as channels for information flow to communities to enable them make informed decisions and choices (Thwala, 2009).

Omolo, (2010) argues that for devolution to be successful citizens must be politically conscious, they must not only be aware of their rights and responsibilities but also know the channels via which they can exercise them (Omolo, 2010). For development initiatives to gain ground, beneficiaries must be aware of their rights, roles and responsibilities (Muhammad, 2010). Devolution can only be successful if the citizens are politically conscious. . In some jurisdictions, the right to public participation is enshrined by law. The right to public participation is conceived as a human right or as manifestation of the right to freedom of association. Countries such as the US, Netherlands, Germany, Denmark, and Sweden, have public participation and freedom of information provisions in their legal systems since the Middle Ages to establish how citizens' awareness of public participation as a right affects their involvement in the integrated development planning process.

Capacity building programmes for improving participation of rural communities in the NG-CDF projects are often lacking and not effective to create an environment where the people and their governments have meaningful engagements on issues that affect them. They are powerless and do not know how they can empower themselves to influence decisions in the NG-CDF projects. These factors coupled with poor access to information about the NG-CDF projects cause people staying in the rural areas not to participate effectively in the process.

Attitude and Perception

There is a general consensus among many scholars, about which attitude toward Local Government is regarded as effective to citizens' participation in Local Government. Some scholars generally agree that a positive attitude toward Local Government influences citizens' participation in its matters (Kosecik & Sagbas, 2004, Suzanne et al., 2007). Ledingham adds that citizens expect mutual interaction with Local Government and they seek a balance between the social costs of interaction with it. Ledingham and Bruning (2001) concluded that to be effective, relationships need to be seen as mutually beneficial, to the parties in question and based on mutual interest. This argument presupposes therefore that people cannot be expected to demonstrate a positive attitude toward Local Government if they do not perceive that the benefits and costs of Local Government is not equal.

Kosecik and Sagbas (2004) argue that there is a linear relationship between citizens' attitude toward Local Government and their level of participation its affairs. Stevenson (2007) equally argues that people with a positive attitude toward Local Government are more likely to participate in its affairs and programmes. Rishi (2003) outlines that understanding of people's attitudes is one of the central concerns in social life and is crucial in influencing desired change in peoples' behaviour. Citizen participation in local decision-making and policymaking can also be influenced by their attitude and perception on their ability to influence government decisions, and also influenced by their limited knowledge of government. Studies by the World Bank (2009) in Bosnia and Herzegovina established that even though a large number of citizens were not satisfied with their representation in Municipal or Local Authorities' activities, a small minority were willing to participate in their activities.

Their participation in Local Government was limited largely because citizens did not believe they can influence local decision-making. As a result, public participation was more reactive than proactive. Kosecik & Sagbas (2004) argue that a positive attitude toward Local Government can influence local people to be more active and eager to participate in its activities and programmes. Hickey and Seligson (2003) demonstrate that performance of Local Government or Council affect citizens' attitudes toward the government. It is therefore unlikely that the performance of Local Government would affect citizens' attitudes and not have an influence on their level of participation. Aspden and Brich (2005) claim that there are a number of factors and issues that influence public attitude towards participation in Local Government affairs and decision-making: citizens' satisfaction for their involvement; citizens' interest and understanding of Local Government; citizens' trust of the Local Government and its members; and previous experience of voluntary participation (Aspden & Brich, 2005). Lowndes, et al., (2001) further argue that better understanding of citizens' attitude is necessary if public officials are to address and correct the very real problems of apathy among citizens that hinder public participation, if they are to maximize the impact and effectiveness of participation (Lowndes, et.al., 2001).

According to a study conducted in Torbat, Iran, on the influence of attitude on citizen participation, by Mohammadiet et al., (2010), there is a linear relationship between level of participation and citizen attitude. The study concluded that it is important for governments to focus on measures which are believed to positively influence citizen attitudes toward Local Government. These conclusions are further supported by other scholars. In a study carried out in the UK to analyze citizen's attitude towards e government, Kolsaker and Lee-Kelley (2008) conclude that improved citizens' perceptions of e-government and e-governance depend on whether decision-making in government is much more transparent and whether outcomes are meaningful. Nam (2011) while conducting a study on citizen attitude toward e-government, argues that if a government should care about its citizen's attitudes, then it is crucial to identify and study what shapes citizens' perceived value of government. He also argues that trust in the government influences citizens' attitude towards the government and its programmes.

Cultural Practices

Findings in the participatory decision-making literature suggest that the cultural context of public participation serves as a barrier by regulating who participates and their preferred levels of participation (Rundstrom 1995; Carver 2003). Culture refers to the taken for granted beliefs a group have towards itself and society at large (De Man, 2003; Lubell, 2004). Culture also refers to the rules and social interactions among individuals that produce a shared meaning (or meanings) in society (Danesi & Peron, 1999). Societies produce multiple systems of shared rules and interactions, which in turn yield variegated cultural contexts that, distinguish individuals and groups within a spatially and temporally bounded location. Beliefs, rules, and values produced and reinforced in given cultural contexts may partially explain why people prefer not to participate. Moreover, culture is geographically-specific, resulting in particular opportunities for, and constraints on, participation in particular settings. Building on these themes, and the role of cultural contexts in public participation, this paper asks: how do beliefs and values among local communities affect the importance they assign to specific levels of participation in NG-CDF projects. The paper hypothesize that 'beliefs and values constitute distinct cultural identities (or ways of life), and that participation preferences, that is, the importance assigned to different activities in decision making, will vary based on specific cultural identities. From the understanding of de Man (2003), it is argued that understanding cultural norms and beliefs helps uncover important and different participation preferences of potential participants.

Beliefs about legitimate decision making processes result from four distinct cultures, or ways of life: individualism, hierarchy, egalitarianism, and fatalism. Individualism refers to the degree to which decisions present opportunities or threaten individual choice. Hierarchical expressions of participation emphasize the role of experts in technological, political or environmental decisions. In an egalitarian context, participants share an evenly distributed level of decision making power, and decisions themselves concern the degree to which outcomes support a common good. Finally, fatalism refers to the context in which individuals believe they have no control over a decision. These ways of life are determined by the degree of an individual's social integration in society, termed group, and the degree to which rules and regulations govern a person's range of choices in their social environment, termed grid. Social interactions in these four grid/group contexts persist over time and reinforce one another, producing four primary cultures, each with a way of life and reinforced beliefs about participation. (Douglas, 1979; Man, 2003; Thompson, 2006)

A number of studies that have been carried out in Kenya include; Nyaguthii and Oyugi (2013) studied the influence of community participation on successful implementation of constituency development fund projects in Kenya, case study of Mwea Constituency; Juma (2014) studied the factors influencing implementation of constituency development fund projects in public secondary schools in Kiminini Constituency, Trans-Nzoia County; Ojwang and Bwisa (2014) did a study on the role of participatory management in the sustainability of constituency development fund projects: a case study of Maragua Constituency; Chesinya and Wanyoike (2016) studied the determinants of effective implementation of constituency development fund projects in Baringo Central constituency, Kenya. However, little has been done in relation to social determinants that affect public participation in NG-CDF funded school projects. This research study sought to fill this knowledge gap by doing a study in Mandera County in relation to social determinant of effective public participation in NG-CDF funded school projects in Takaba sub-County of Mandera county, Kenya.

Methodology

The study had a target population of 169 respondents. The study used the Fisher, Laing and Stoeckel (1983) formula to arrive at the sample size of 118 respondents. The selection formula was as follows:

$$n = Z^2 p.q \frac{N}{e^2(n-1) + Z^2 p.q}$$

Where n = the required sample size

P = proportion of population with the required characteristics of the study

Q = proportion of population without the required characteristics of the study ($1-P$)

N = Total population

e = accuracy level required. Standard error = 1%

Z = Z value at the level of confidence of 95% = 1.96

$$n = 1.96^2 * 0.5 * 0.5 \left(\frac{169}{(0.05^2 * 168) + (1.96^2 * 0.5 * 0.5)} \right)$$

$$n = 0.9604 \left(\frac{169}{(0.42) + (0.9604)} \right)$$

$$n = \left(\frac{162.3076}{1.3804} \right)$$

$$n = 117.58$$

$$n = 118$$

The researcher used questionnaires through face-to-face technique. The researcher carried out a pilot study to pretest and validate the questionnaire before fieldwork. Quantitative data collected was analyzed using statistical techniques with the help of SPSS and was presented using percentages, means, standard deviations, and frequencies. A multiple regression analysis was applied to determine the relative importance of each of the four variables with respect to effective public participation. Information was displayed by use of bar charts, graphs, and pie charts, and in prose-form. Content analysis was used to analyze qualitative data or and data from the open-ended questions.

Results and Discussion

Response Rate

The study targeted 118 respondents and 108 of the respondents filled and returned the questionnaire, forming a response rate of 91.5%. A response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent (Mugenda & Mugenda (2008)). Hence the response rate for this research was excellent. This is as shown in Table 1 below:

Table 1 | Response Rate

Response	Frequency	Percent
Returned	108	91.5
Unreturned	10	8.5
Total	118	100

Source: Researchers, 2017

Descriptive Statistics

Communication Methods

The respondents were asked to indicate the extent to which communication methods play a role in public participation in NG-CDF School funded projects in Takaba sub-County.

Table 2 | *Communication Methods*

	Frequency	Percent
Very great extent	28	25.9
Great extent	43	39.8
Moderate extent	16	14.8
Little extent	12	11.1
No extent	9	8.3
Total	108	100.0

Source: Researcher, 2017

From the findings 39.8% of the respondents indicated that communication methods applied play a role in public participation in NG-CDF School funded projects in Takaba sub-County to a great extent, 25.9% of the respondents indicated that communication methods applied play a role in public participation in NG-CDF School funded projects in Takaba sub-County to a very great extent, 14.1% of the respondents indicated that communication methods applied play a role in public participation in NG-CDF School funded projects in Takaba sub-County to a moderate extent, 11.1% of the respondents indicated that communication methods applied play a role in public participation in NG-CDF School funded projects in Takaba sub-County to a little extent and 8.3% of the respondents indicated that communication methods applied play a role in public participation in NG-CDF School funded projects in Takaba sub-County at no extent. This shows that communication methods applied play a role in public participation in NG-CDF funded school projects in Takaba sub-County to a great extent. The respondents were asked to indicate their level of agreement with the following statements that relate to the role of communication methods applied on public participation in NG-CDF funded school projects in Takaba sub-County.

Table 3 | *Communication Methods*

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation
We hold formal gathering of interested and affected parties to present and exchange information and views on project being funded	8	11	16	44	29	3.694	0.70
We often use baraza to inform the public on public participation meeting	9	9	14	39	37	3.796	0.76
We advise public participation meeting on media station on the region	7	9	11	108	33	3.843	0.81
We inform member of the public on public participation meeting through notice in the mosques	8	10	15	51	24	3.676	0.76
Leaflet are used in informing the public on public participation meeting	10	12	13	45	28	3.639	0.70
We do site visits to inform the public on the project to be funded by NG-CDF	9	10	18	37	34	3.713	0.68

Source: Researcher, 2017

From the findings the respondents agreed that they advise public participation meeting on media station on the region as shown by a mean of 3.843, they often use baraza to inform the public on public participation meeting as shown by a mean of 3.796, they do site visits to inform the public on the project to be funded by NG-CDF as shown by a mean of 3.713, they hold formal gathering of interested and affected parties to present and exchange information and views on project being funded as shown by a mean of 3.694, they inform members of the public on public participation meeting through

notice in the mosques as shown by a mean of 3.676 and leaflet are used in informing the public on public participation meeting as shown by a mean of 3.639. The findings concur with the findings of Petts and Leach (2000) who stated that leaflets/ Brochures are traditional method of communication in public participation in which written materials are used to convey information. In this kind of method, care should always be taken in establishing the boundaries of distribution. This method can potentially reach a wide audience, or be targeted towards particular groups. However, the Information may not be readily understood and may be misinterpreted.

Awareness Level

The respondents were asked to indicate the extent to which awareness level influence public participation in NG-CDF funded school project in Takaba Sub-County.

Table 4 | Awareness Level

	Frequency	Percent
Very great extent	34	31.5
Great extent	49	45.4
Moderate extent	13	12.0
Little extent	8	7.4
No extent	4	3.7
Total	108	100.0

Source: Researchers, 2017

According to the findings 45.4% of the respondents indicated that awareness level influence public participation in NG-CDF funded school projects in Takaba sub-County to a great extent; 31.5% of the respondents indicated that awareness level influences public participation in NG-CDF funded school projects in Takaba sub-County to a very great extent; 12% of the respondents indicated that awareness level influences public participation in NG-CDF funded school projects in Takaba sub-County to a moderate extent; 7.4% of the respondents indicated that awareness level influences public participation in NG-CDF funded school projects in Takaba sub-County to a little extent; and 3.7% of the respondents indicated that awareness level influences public participation in NG-CDF funded school projects in Takaba sub-County to no extent. This shows that awareness level influences public participation in NG-CDF funded school projects in Takaba sub-County to a great extent. The respondents were asked to indicate their level of agreement with the following statements that relate to the influence of awareness level on public participation in NG-CDF funded school projects in Takaba sub-County

Table 5 | Awareness Level

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation
Member of the public are aware of their rights, roles and responsibilities for necessary element of constructive citizen participation	10	15	16	43	24	3.519	0.62
Community awareness is necessary due to the failure of the top-down approaches to address community needs	6	11	12	41	38	3.870	0.80
Through community awareness stakeholders gain influence and control over school projects initiatives	5	10	15	45	33	3.843	0.77
Through community awareness citizen gain influence and control over resources affecting their lives and livelihoods	7	12	13	49	27	3.713	0.75
Community awareness brings forth several advantages to communities in terms of empowerment and improving project effectiveness and efficiency	7	10	16	40	35	3.796	0.73

Source: Researchers, 2017

From the findings the respondents agreed that community awareness is necessary due to the failure of the top-down approaches to address community needs as shown by as mean of 3.870; through community awareness stakeholders gain influence and control over school projects initiatives as shown by as mean of 3.843; community awareness brings forth several advantages to communities in terms of empowerment and improving project effectiveness and efficiency as shown by as mean of 3.796; through community awareness citizens gain influence and control over resources affecting their lives and livelihoods as shown by as mean of 3.713; and members of the public are aware of their rights, roles and responsibilities for constructive citizen participation as shown by as mean of 3.519; To many developing governments, community awareness and participation are valuable in improving community welfare, training people in local administration, and extending government control through self-initiatives (McCommon, 1993)

Attitude and Perception

The respondents were asked to indicate the extent to which attitude and perception influence public participation in NG-CDF funded school projects in Takaba sub-County.

Table 6 | *Influence of Attitude and Perception on Public Participation*

	Frequency	Percent
Very great extent	36	33.3
Great extent	43	39.8
Moderate extent	16	14.8
Little extent	7	6.5
No extent	6	5.6
Total	108	100.0

Source: Researchers, 2017

From the findings, 39.8% of the respondents indicated that attitude and perception influence public participation in NG-CDF funded school projects in Takaba sub-County to a great extent; 33.3% of the respondents indicated that attitude and perception influence public participation in NG-CDF funded school projects in Takaba sub-County to a very great extent; 14.8% of the respondents indicated that attitude and perception influence public participation in NG-CDF funded school projects in Takaba sub-County to a moderate extent; 6.5% of the respondents indicated that attitude and perception influence public participation in NG-CDF funded school projects in Takaba sub-County to a little extent; and 5.6% of the respondents indicated that attitude and perception influence public participation in NG-CDF funded school projects in Takaba sub-County to no extent. This implies that attitude and perception influence public participation in NG-CDF funded school projects in Takaba sub-County to a great extent. The respondents were asked to indicate their level of agreement with the following statements that relate to the influence of attitude and perception on public participation in NG-CDF funded school projects in Takaba sub-County.

Table 7 | *Influence of attitude and perception on public participation*

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation
Attitude toward NG-CDF is regarded as effective factor to citizen's participation in NG-CDF funded projects	6	9	14	53	26	3.778	0.81
Positive attitude toward NG-CDF project influences citizens' participation in NG-CDF project matters	8	10	16	46	28	3.704	0.72
Attitude as a central element in social behaviour which affects citizen participation in NG-CDF projects	7	8	13	42	38	3.889	0.813
Citizens tend to participate in NG-CDF projects when they perceive that the project is providing some benefits for local people	9	11	15	39	34	3.722	0.710
There is a relationship between citizen's attitude toward NG-CDF and their level of participation the affairs of NG-CDF	8	9	11	108	32	3.806	0.804

Source: Researcher, 2017

The respondents agreed that attitude as a central element in social behaviour which affects citizen participation in NG-CDF projects as shown by a mean of 3.889; there is a relationship between citizen's attitude toward NG-CDF and their level of participation the affairs of NG-CDF as shown by a mean of 3.806; attitude toward NG-CDF is regarded as effective factor to citizen's participation in NG-CDF funded projects as shown by a mean of 3.778; citizens tend to participate in NG-CDF projects when they perceive that the project is providing some benefits for local people as shown by a mean of 3.722; and positive attitude toward NG-CDF project influences citizens' participation in NG-CDF project matters as shown by a mean of 3.704. According to Rishi (2003) people's social actions or their personal programme are directed by their attitudes. Rishi further declares that if people's attitude toward an event or an action is positive, it is more likely, that they would divert their behaviour in more meaningful ways.

Cultural Practices

The respondents were asked to indicate the extent to which cultural practices influence public participation in NG-CDF funded school projects in Takaba Sub-County.

Table 8 | *Cultural practices influence on public participation*

	Frequency	Percent
Very great extent	40	37.0
Great extent	46	42.6
Moderate extent	13	12.0
Little extent	5	4.6
No extent	4	3.7
Total	108	100.0

Source: Researcher, 2017

According to the findings 42.6% of the respondents indicated that cultural practices influence public participation in NG-CDF funded school project in Takaba sub-County to a great extent; 37% of the respondents indicated that cultural practices influence public participation in NG-CDF funded school projects in Takaba sub-County to a very great extent; 12% of the respondents indicated that cultural practices influence public participation in NG-CDF funded school projects in Takaba sub-County to a moderate extent; 4.6% of the respondents indicated that cultural practices influence public participation in NG-CDF funded school projects in Takaba sub-County to a little extent; and 3.7% of the respondents indicated that cultural practices influence public participation in NG-CDF funded school projects in Takaba sub-County to no extent. This shows that cultural practices influence public participation in NG-CDF funded school project in Takaba sub-County to a great extent.

Table 9 | Cultural Practices Influence on Public Participation

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std. Deviation
Cultural practices in the region serves as a barrier by regulating who participates and their preferred levels of participation	5	7	12	108	36	3.954	0.86
The rules and social interactions among individuals influence their participation in NG-CDF	6	9	14	40	39	3.898	0.81
Cultural belief in the region explain why people prefer not to participate	5	11	16	50	26	3.750	0.74
Local beliefs and values affect the importance they assign to specific levels of participation in NG-CDF projects	7	9	11	45	36	3.870	0.82
Local beliefs and values affect decision making processes in NG-CDF projects	4	10	15	42	37	3.907	0.79

Source: Researchers, 2017

From the findings the respondents agreed that cultural practices in the region serve as a barrier by regulating who participates and their preferred levels of participation as shown by a mean of 3.954, local beliefs and values affect decision making processes in NG-CDF projects as shown by a mean of 3.907; the rules and social interactions among individuals influence their participation in NG-CDF as shown by a mean of 3.898; local beliefs and values affect the importance they assign to specific levels of participation in NG-CDF projects as shown by a mean of 3.870; and cultural belief in the region explain why people prefer not to participate as shown by a mean of 3.750. De Man (2003), is argued that understanding cultural norms and beliefs helps uncover important and different participation preferences of potential participants.

Inferential Statistics

Correlation Analysis

The correlation analysis is used to analyze the association between independent and dependent variables. The study used the Pearson Moment Correlation Analysis to determine the association between communication methods , awareness level, attitude and perception , cultural practices with public participation in NG-CDF funded school project. The results were as shown in Table 10. The results revealed that there was a strong positive correlation between communication methods and public participation as shown by $r = 0.797$, statistically significant $p = 0.001 < 0.01$; there was a positive correlation between awareness level and public participation as shown by $r = 0.808$, statistically significant $P = 0.000$; there was a positive correlation between attitude and perception and public participation as shown by $r = 0.802$, statistically significant $P = 0.001$; there was a positive correlation between cultural practices and public participation as shown by $r = 0.813$, statistically significant $P = 0.000$. This implies that communication methods, awareness level, attitude and perception, cultural practices with public participation in NG-CDF funded school project are related.

Table 10 | Correlations

		Public participation	Communication methods	Awareness level	Attitude and perception	Cultural practices
Public participation	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	108				
Communication methods	Pearson Correlation	.797**	1			
	Sig. (2-tailed)	.001				
	N	108	108			
Awareness level	Pearson Correlation	.808**	.341	1		
	Sig. (2-tailed)	.000	.059			
	N	108	108	108		
Attitude and perception	Pearson Correlation	.802**	.506	.532	1	
	Sig. (2-tailed)	.001	.055	.077		
	N	108	108	108	108	
Cultural practices	Pearson Correlation	.813**	.294	.436	.279	1
	Sig. (2-tailed)	.000	.079	.056	.178	
	N	108	108	108	108	108

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

Model Summary

Model summary is used to analyze the variation of dependent variables due to the changes of independent variables. The study analyzed the variations of public participation due to the changes of communication methods, awareness level, attitude and perception and cultural practices. Adjusted R squared was 0.686, this implies that there was 68.6% variation of public participation, due to the changes of communication methods, awareness level, attitude and perception and cultural practices. The remaining 31.4% imply that there are other factors that lead to public participation which were not discussed in the study. R is the correlation coefficient which shows the relationship between the study variables. From the findings, the study found that there was a strong positive relationship between the study variables as shown by 0.841.

Table 11 | Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828 ^a	0.707	0.686	0.00436

4.6.3 Analysis of Variance

The analysis of variance ANOVA is used to determine whether the data used in the study is significant. From the ANOVA statistics, the processed data, which is the population parameters, had a significance level of 0.001 which showed that the data is ideal for making a conclusions on the population's parameter as the value of significance (p-value) is less than 5%. The F calculated was greater than F critical (68.446 > 2.46), this shows that communication methods, awareness level,

attitude and perception and cultural practices significantly influence public participation in NG-CDF funded school project.

Table 12 | *Analysis of Variance*

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	17.756	4	4.439	68.466	.002b
	Residual	6.678	103	0.065		
	Total	24.434	107			

Coefficients

The regression equation was

$$Y = 1.119 + 0.468 X_1 + 0.759 X_2 + 0.495 X_3 + 0.687X_4$$

The equation above reveals that holding communication methods, awareness level, attitude and perception and cultural practices constant the variables will significantly influence public participation as shown by constant = 1.19. According to the results in Table 13; Communication methods are statistically significant to public participation as shown by ($\beta = 0.468, P = 0.014$). This shows that communication methods had significant positive relationship with public participation. This implies that a unit increase in communication methods will result in an increase in public participation. Awareness level is statistically significant to public participation as shown by ($\beta = 0.759, P = 0.001$). This indicates that awareness level had significant positive relationship with public participation. This implies that a unit increase in awareness level will result in an increase in public participation. Attitude and perception is statistically significant to public participation as shown by ($\beta = 0.495, P = 0.005$). This shows that attitude and perception had significant positive relationship with public participation. This implies that a unit increase in attitude and perception will result in an increase in public participation. Cultural practices is statistically significant to public participation as shown by ($\beta = 0.687, P = 0.004$). This implies that that had significant positive relationship with public participation. This shows that a unit increase in cultural practices will result in an increase in public participation.

Table 13 | *Coefficients*

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	1.119	0.216		5.181	0.009
	communication methods	0.468	0.105	0.294	4.457	0.014
	awareness level	0.759	0.109	0.532	6.963	0.001
	attitude and perception	0.495	0.091	0.347	5.440	0.005
	cultural practices	0.687	0.103	0.509	6.670	0.004

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