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FACTORS AFFECTING PERFORMANCE OF COMMUNITY DEVELOPMENT PROJECTS IN KENYA, A CASE OF MERU COUNTY

Lorna Njambi Ndirangu

Masinde Muliro University of Science and Technology, Kenya

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ABSTRACT

This study sought to explore the factors affecting performance of community development projects in Kenya. The study used a research design where both qualitative and quantitative techniques were used. The study adopted a census survey research design. The target population for this study was 1800 projects from Meru County. A sample of 10% was selected from the targeted population. This study used a stratified random sampling and from each stratum samples that was picked randomly. The sample size of this study was 180 respondents. The study used Instruments to collect both primary and secondary data. The instruments were both structured and semi-structured. A pilot test was conducted to test the validity and reliability of the instruments. The collected data was analyzed with the help of a Statistical Package for Social Sciences (SPSS) version 21. The study used multiple regression and analysis of variance. The study used descriptive statistics, inferential statistics, frequency, mean standard deviation and percentages. Planning coefficient of 0.865 was found to be positive at significant level of 0.0012 and this indicated that Planning has a positive influence on Project Performance, (X₂) Training coefficient of 0.868 was found to be positive at significant level of 0.0022 and this indicated that Training has a positive influence on Project Performance, (X₃) Monitoring and Evaluation coefficient of 0.810 was found to be positive at significant level of 0.0019 and this indicated that Monitoring and Evaluation has a positive influence on Project Performance. (X₄) Stakeholder involvement coefficient of 0.741 was found to be positive at significant level of 0.001 and this indicated that Stakeholder involvement has a positive influence on Community development projects in Kenya.

Key Words: *Planning, Training, Monitoring and Evaluation, Stakeholder's Involvement, Community Development Projects*

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INTRODUCTION

Community participation in the tourism planning process is advocated as a way of implementing sustainable tourism. There are, however, few studies that detail tangible and practical ways to promote or measure participation. This paper reviews the principal theories used to discuss community participation, including the 'ladder of citizen participation', power redistribution, collaboration processes and social capital creation. These theories form the basis for defining a community-based tourism (CBT) model. The paper shows how this model can be used to assess participation levels in a study site, and suggests further actions required. The model is applied in a case study in Palawan, the Philippines, where an indigenous community previously initiated a community-based ecotourism project. The project resulted in a number of problems, including conflicts with non-indigenous stakeholders. The model identifies the current situation of the project and provides suggestions for improvement (McHugh & Hogan, 2011).

According to Mayberry (2013), participation is 'not only about achieving the more efficient and more equitable distribution of material resources: it is also about the sharing of knowledge and the transformation of the process of learning itself in the service of people's self-development'. McHugh and Hogan (2011), states that the purpose of participation is power redistribution, thereby enabling society to fairly redistribute benefits and costs. In the context of tourism planning, Patrizi and Quinn Patton (2010) define community participation as 'a process of involving all [stakeholders] (local government officials, local citizens, architects, developers, business people, and planners) in such way that decision-making is shared'.

Further, National Anti-Corruption Campaign Steering Committee (2008) in a study in Kenya established that only 32.5% were involved in project monitoring. This means that 77.5 % of the communities were not participating in monitoring the community development fund (CDF) projects and that the community exclusion level stood at 79%, meaning only 21% were included. Slightly over 25% of the population in the same study was involved in CDF projects in one way or another, meaning about 75% of the community was not involved. This indicates low community involvement in development projects. It is evident from the study that there is low community involvement in development in the traditional community development approaches (Patrizi and Quinn Patton, 2010).

Perez-Gladish (2012) in a study conducted in Bangladesh, indicates that 93 % of the respondents reported that they never participated in the planning phase of any development projects with only 24 % of the respondents saying that they were involved in one or more projects' implementation process, indicating that the remaining 78 % of the people were not involved in the implementation.

Strong arguments have been advanced in support of ecotourism playing a central role in conservation and rural development in Sub-Saharan Africa. The growth of community-based ecotourism for instance in this region has been the strongest in the global market in the past ten years due to the positive economic impacts on the people in the region making it an increasingly important industry in East and Southern Africa (UNWTO, 2001). Ecotourism activities using natural resource attractions in remote rural areas can be important sources of economic diversification and livelihood opportunity (Ashley et al., 2001; UNWTO, 2002). For instance, in Kenya, 11 N'gweni Community-Based Ecotourism Site was awarded the Equator Initiative Award at the World Summit on Sustainable Development in Johannesburg, South Africa, in 2002 due to how the destination impacts economically on the local residents. Again, in South Africa, Buffalo Ridge Thakadu River Safari Camp within Madikwe Game Reserve is a 100% owned Community-based ecotourism therefore ecotourism which focuses on travel to areas with natural attractions (rather than, say, urban areas), and which contributes to environmental conservation and local livelihood enhancement (Larson, Landers & Begg, 2011).

Larson (2011) in a study in Nandi District in Kenya found out that the average percentage of respondents who reported their involvement and participation in all the phases of the community projects in which they were expected to participate in was only 50%. This means that remaining 50% of the community members were not involved, neither did they participate in development projects. Also the same study indicates that a bigger majority (63.3 %) of the respondents had no involvement and participation in rural development projects. That means only 36.7 % were involved, leaving out a big majority of community members from the development processes. This can translate to low community involvement in the traditional development approaches (Kudaiberdieva et al.,2013).

Kilic and Bacharova (2012) in a study done on community participation and management of Constituency Development Funds (CDF) in Kisii District in Kenya indicates that only 4 % of the people interviewed had attended project identification meetings, mainly due to the manner in which the project identification and selection was done. This means that 96% of the constituents did not get involved in the CDF development identification processes.

Statement of the Problem

There has been a problem on the effects of performance of community development projects in Kenya for quite some time. According to Kilic and Bacharova (2012) community development projects have been in constraints due to poor planning, lack of adequate training, monitoring and evaluation and stakeholder's involvement. Similarly, Pellegrinelli and Garagna, (2009) noted that without comment development project the livelihoods of the citizen are jeopardize and there is no future for that county. Community development projects in Kenya have for a long time been struggling with serious issues of poor performance where cases of mismanagement of resource due to malpractice have been reported. Community development projects leaders are rigid because of the bureaucratic structures and overreliance on manual ways of communication which has affected performance because of delay of information from one member to the other and hence the importance of the adoption of proper planning (Knapke et al., 2013)

Hakacova Baysan and Bell (2010), Community development projects in Kenya have been experiencing delays in the area of monitoring and evaluation. In particular, the delays in involving experts from the initiation of community development based projects towards success. Community of any country is the corner stones for development growth, hence the need for a vicious campaign towards strategically thinking of growth. Community based service-learning integrates experiential learning and academic goals with organized activities designed to meet the objectives of community partners. Community based service learning has potential to enhance; academic learning, foster civic responsibility, develop community livelihood and transform student attitudes (Knapke et al.,2013).

Despite the poor performance community development based project in Meru County in Kenya, there is scarce literature in the Kenya context to boast the community during the project implementation and finally get value for their money. Most of the available literatures are from developed country and a few from the African region. This study therefore tried to fill the existing gap by establishing the cause of these constraints, resulting to poor performance on community based development project in Meru County in Kenya. The new knowledge gain from this study was used to fill the existing gap.

Objectives for the Study

The general objective of this is to establish the factors affecting performance of community development projects in Kenya. The specific objectives:-

- To establish the extent to which planning affects performance of community development projects in Kenya

- To determine the effect of training of community on performance of community development projects in Kenya
- To examine the effect of monitoring and evaluation on performance of community development projects in Kenya
- To establish the extent to which stakeholders involvements affects performance of community development projects in Kenya

LITERATURE REVIEW

Planning Theory

Planning theory is considered to be relevant in understanding the effect of planning on performance of community development projects in Kenya and hence giving a theoretical background for this study. According to Hakacova *et al.* (2010), argues that planning theory is an international ISI-indexed, peer-reviewed forum for exploring ideas concerned with a broad conception of spatial planning. Planning theory provides an invaluable outlet for scholars who are interested in theoretical issues, whether they are debates around sustainability, or justice, or difference, or ethics, or power and knowledge. Planning Theory and Practice is an internationally regarded research journal, providing a focus for the development of theory and practice in spatial planning and encouraging the development of a spatial dimension in other areas of public policy. Planning Theory and Practice includes: Developing the theoretical and methodological foundations of planning theory and practice, as well as urban studies more generally; Developing the contribution of the planning field to social science, both analytically and normatively; Exploring the relationship between theory and practice, including reviews which examine emergent practices and interpret them in the light of current intellectual debates; Challenging the impact of intellectual ideas through critical reflection and review; Examining policy development in particular fields such as housing, regeneration, transport, urban design, participatory practice, diversity and climate change. There are five reasons to become a planning reader in this volatile world: Improve your practice through critical reflection and review; Gain international perspectives from top theorists and practitioners; Impartial and robust peer reviewed research; can count towards your continuing professional development; you will benefit from a massive discount to its members (Gómez-Navarro *et al.*,2013).

Theory of Change

Theory of Change is considered to be relevant in understanding the effect of training of community on performance of community development projects in Kenya and hence giving a theoretical background for this study. According to Clark and Taplin (2013), essentially comprehensive description and illustration of how and why desired change is expected to happen in a particular context. It is focused in particular on mapping out or “filling in” what has been described as the “missing middle” between what a programs or change initiative does (its activities or interventions) and how these lead to desired goals being achieved. It does this by first identifying the desired long-term goals and then works back from these to identify all the conditions (outcomes) that must be in place (and how these related to one another causally) for the goals to occur. These are all mapped out in an Outcomes Framework (Jackson, 2013).

The Outcomes Framework then provides the basis for identifying what type of activity or intervention will lead to the outcomes identified as preconditions for achieving the long-term goal. Through this approach the precise link between activities and the achievement of the long-term goals are more fully understood. This leads to better planning, in that activities are linked to a detailed understanding of how change actually happens. It also leads to better evaluation, as it is possible to measure progress towards the achievement of longer-term goals that goes beyond the identification of program outputs. The Center for Theory of Change is a non-profit organization

established to promote quality standards and best practice for the development and implementation of Theory of Change, with a particular focus on its use and application in the areas of international development, sustainability, education, human rights and social change.

Theory of Change has the power to radically enhance the capacity of social change organizations and initiatives to achieve their goals and demonstrate their impact. It grounds planning and strategy in the reality and evidence base of what is necessary to achieve change. Theory of Change is also critical to evaluation, providing a framework that allows organizations to know what to evaluate and when. It builds on – and can usefully incorporate data gathered through – other approaches that have been developed to improve planning and evaluation, including ‘logic models’ and ‘results frames (Gómez-Navarro et al., 2013).

Theory of Monitoring

Theory of monitoring is considered to be relevant in understanding the effect monitoring and evaluation on performance of community development projects in Kenya and hence giving a theoretical background for this study. According to Collins and Clark (2013), did a study on pieces and steps necessary to bring about a given long-term goal. Theory of monitoring describes the types of interventions whether a single programs or a comprehensive community initiative) that bring about the results hoped for. A theory of change includes the assumptions such as often supported by research that stakeholders use to explain the process of change. Theory of monitoring demonstrates the pathway of how to get from here to there such as what is needed for goals to be achieved; requires underlying assumptions to be detailed out in a way that they can be tested and measured; puts the emphasis first on what the organization wants to achieve rather than on what the organization is doing; community-based change initiatives often have ambitious goals, and so planning specific on-the-ground strategies to those goals is difficult. Likewise, the task of planning and carrying out evaluation research that can inform practice and surface broader lessons for the field in general is a challenge. Theory of monitoring is vital to evaluation success for a number of reasons. Programs need to be grounded in good theory. By developing a theory of change based on good theory, managers can be better assured that their programs are delivering the right activities for the desired outcomes. And by creating a theory of change programs are easier to sustain, bring to scale, and evaluate, since each step from the ideas behind it, to the outcomes it hopes to provide, to the resources needed are clearly defined within the theory (Jackson,2013).

Theory of monitoring: Preventing domestic violence in homes and communities requires individuals to identify the problem of domestic violence, consider its importance, evaluate their own behaviour, and then begin making changes in their lives. Behaviour is a result of our experiences, attitudes, and beliefs, and thus it is deeply linked to the prevailing belief system in the community. The attitudes and actions of neighbors, friends, co-workers, religious leaders, police, health care providers. greatly influence an individual’s behavioral choices and collectively create the climate in the community. Although each individual is unique and will come to the issue of domestic violence differently, the process of how individuals change often follows a similar pattern (Collins & Clark, 2013).

We analyze a firm's job-assignment and worker-monitoring decisions when workers face occasional crises. Firms prefer to assign good workers to a difficult task and to not employ bad workers. Firms observe failures but only observe successfully resolved crises if they monitor the worker. If monitoring costs are positive but sufficiently small, for a range of probabilities that the worker is good, the firm assigns the worker to a low task and monitors her. At probabilities below this range and not too much above it, she is assigned to the low task and not monitored. At high probabilities of being good, she is assigned to the difficult task. We analyze the implications

for internal labor markets of the case where a worker has the same ex ante probability of being good at all firms and learning is about ability at this particular firm (Jackson, 2013)

Stakeholder Theory

Stakeholder theory is considered to be relevant in understanding establish the effect stakeholder's investment on performance of community development projects in Kenya and hence giving a theoretical background for this study. According to Collins and Clark (2013), the stakeholder theory is a theory of organizational management and business ethics that addresses morals and values in managing an organization. It was originally detailed by R. Edward Freeman in the book *Strategic Management: A Stakeholder Approach* identifies and models the groups which are stakeholders of a corporation, and both describes and recommends methods by which management can give due regard to the interests of those groups. In short, it attempts to address the "principle of who or what really counts".

In the traditional view of a company, the shareholder view, only the owners or shareholders of the company are important, and the company has a binding fiduciary duty to put their needs first, to increase value for them. Stakeholder theory instead argues that there are other parties involved, including employees, customers, suppliers, financiers, communities, governmental bodies, political groups, trade associations, and trade unions. Even competitors are sometimes counted as stakeholders their status being derived from their capacity to affect the firm and its stakeholders. The nature of what is a stakeholder is highly contested, with hundreds of definitions existing in the academic literature. The stakeholder view of strategy integrates both a resource-based view and a market-based view, and adds a socio-political level. One common version of stakeholder theory seeks to define the specific stakeholders of a company (the normative theory of stakeholder identification) and then examine the conditions under which managers treat these parties as stakeholders (Collins & Clark, 2013).

Theory of Performance

Theory of performance is considered to be relevant in understanding the effect performance on community development projects in Kenya and hence giving a theoretical background for this study. According to Gómez-Navarro *et al*, (2013), theories of Performance invites students to explore the possibilities of performance for creating, knowing, and staking claims to the world. Each chapter surveys, explains, and illustrates classic, modern, and postmodern theories that answer the questions, "What is performance?" "Why do people perform?" and "How does performance constitute our social and political worlds?" The chapters feature performance as the entry point for understanding texts, drama, culture, social roles, identity, resistance, and technologies (Stein & Valters, 2012).

The process of measuring relative performance across industries and eras, declaring top performers, and finding the common drivers of their success is such a difficult one that it might seem a fool's errand to attempt. In fact, no one did for the first thousand or so years of business history. The question didn't even occur to many scholars until Tom Peters and Bob Waterman released *In Search of Excellence* in 1982. Twenty-three years later, we've witnessed several more attempts--and, just maybe, we're getting closer to answers. In this reported piece, HBR senior editor Julia Kirby explores why it's so difficult to study high performance and how various research efforts--including those from John Kotter and Jim Heskett; Jim Collins and Jerry Porras; Bill Joyce, Nitin Nohria, and Bruce Roberson; and several others outlined in a summary chart--have attacked the problem. The challenge starts with deciding which companies to study closely. Are the stars the ones with the highest market caps, the ones with the greatest sales growth, or simply the ones that remain standing at the end of the game? (And when's the end of the game?) Each major study differs in how it defines success, which companies it therefore declares to be worthy of emulation, and the patterns of activity and attitude it finds in common among them (Stein & Valters, 2012).

Planning

We used Stein and Valters (2012) planning grid which is based on open communication, task monitoring, conflict management, delegation of power and authority, participative decision making, time management, coaching, and team work, which are critical for the effectiveness of any project. The items pertaining to concern for task include, “Nothing is more important than accomplishing a goal or task”, “I closely monitor the schedule to ensure a task or project will be completed in time”, “The more challenging a task is, the more I enjoy it”, “When seeing a complex task through to completion”, “I ensure that every detail is accounted for”, “I find it easy to carry out several complicated tasks at the same time”, “I manage my time very efficiently”, “Breaking large projects into small manageable tasks is second nature to me”, “I enjoy analyzing problems” and “I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned”(Jackson, 2013).

Training of Community

Jackson (2013), assert that the capacity to partake cannot be guaranteed merely by the right to do so: the means to get involved is also necessary. Practical participation requires both the right and the means. Even though Gray (1985) emphasises that community residents need adequate resources and skills to acquire the capacity to take part, the power to obtain them is often held by governments or other stakeholders who do not regard local residents as equal partners. The residents themselves often do not even know where to begin when it comes to participation (Gómez-Navarro et al., 2013).

Effective project managers carry out projects through the project team and all stakeholders with a balance of technical, interpersonal and conceptual skills. Jackson (2013), refers to 425,000 members with PMI certificates in 2008 as project managers in over 170 countries and the Guide being one of twelve well-known worldwide standards. She points out that not until in the fourth edition of 2008 was the emphasis of interpersonal skills brought forward, in appendix G in PMBOK. Because of dynamic organizations, and the people who work in them, the awareness is increasing around the world of interpersonal skills being important elements in successful project management. This acknowledgement of interpersonal skills in one of the most widespread guides for project managers and indicates more significance of interpersonal skills importance than before (Collins & Clark, 2013).

Monitoring and Evaluation

Participation of all the segments of the community in project implementation is one way through which communities own and contribute towards their development. The study established that it is mainly women followed by men, community groups’ members, administrative leaders, local elites, opinion leaders and youth respectively who get involved in implementation of projects. It can therefore be deduced that in the community driven development approach, it is mainly women who are involved in the implementation stage, just like in conventional approaches where it is mainly women who implement projects through provision of manual labour, paid or voluntary and trainings (Stein & Valters, 2012).

All beneficiary community members should be involved in project monitoring since it is a crucial stage which entails taking stock of development inputs and processes as a right and a responsibility for all development stakeholders and constituents. The study found out that it is community groups’ members followed by men, women, administrative leaders, opinion leaders, youth and local elites who were involved in project monitoring activities. This means that in the community driven development approach, all beneficiaries are not necessarily involved in project monitoring (Stein & Valters, 2012).

Stakeholders Involvement

Community-based development and its more recent variant, community-driven development are among the fastest growing mechanisms for channeling development assistance. Community-based development is an umbrella term for projects that actively include beneficiaries in their design and management, while community-driven development refers to community-based development projects in which communities have direct control over key project decisions, including management of investment funds (Jackson, 2013).

Many critics note that evidence on community-driven development initiatives lags well behind the rate at which projects are being implemented and scaled up. However, the diversity of views and the intensity of their expression make a review of the available evidence both necessary and timely. Because of the considerable overlap between community-based and community-driven development projects, evaluation evidence is reviewed for any project with community participations as a crucial element of its design. Using this broader definition, there is enough credible research to glean some useful insights about specific facets of these programs (Stein & Valters, 2012).

Performance of community Development project

The performance regulation perspective takes a different look at individual performance and is less interested in person or situational predictors of performance. Rather, this perspective focuses on the performance process itself and conceptualizes it as an action process. It addresses as its core questions: ‘How does the performance process look like?’ and “What is happening when someone is ‘performing’?” Typical examples for the performance regulation perspective include the expert research approach within cognitive psychology and the action theory approach of performance (Basu et al., 2012).

Performance appraisal: an obstacle to training and development?” and they have reviewed that in this article the term “performance appraisal” generally meant for the annual interview that takes place between the manager and the employee to discuss the individual's job performance during the previous 12 months and the compilation of action plans to encourage improved performance. Performance appraisal is part of the larger process of performance management. Barnett and Gregorowski (2013), describe it as a cyclical process: determining performance expectations; supporting performance; reviewing and appraising performance; and finally managing performance standards. The research was conducted in a medium-sized independent hospital which is part of a large health care company that has 26 acute hospitals and a number of psychiatric units throughout the UK. A variety of research methods were used, including a questionnaire, semi-structured interview and a review of training records. A questionnaire was sent to 110 members of staff and 74 were returned. From these a pilot study was then conducted with ten members of staff who were not to be interviewed in the main survey. The findings indicated that the majority of training and development plans were directly related to the requirements of the job and only a small proportion were involved with general personal development. Most plans were related to short-term job requirements and few were concerned with long term development and advancement (Basu et al., 2012).

Empirical Review

Planning

Planning and Leadership behaviour is particularly important for project's success. The present study supports this in the context of project management and identifies factors which foster effective project management. Another implication of this study is that leadership behaviour is the same regarding concern for both task and people for less global and more global projects. This study provides evidence on project management effectiveness with the intent of contributing to a better understanding and improvement of project management practices in the leadership behaviour context. The findings of this study have also implications for teaching project leadership as

within the project management literature; there is a lack of studies with a leadership perspective in general (Jackson, 2013).

Training of Community

Internationally different companies provides training and development program to their employees for the improvement of their skills and abilities. In the start of 90s Sears Credit initiated a key rearrangement and retorted with a career-development programs. This program was developed for employee in order to line up their skills with changing jobs and also ensured that program was adding value for the growth of their organization. Companies also think that they were not allocating career opportunities to their employees with acquaintances and abilities to get benefit from these opportunities On the other hand the PMBOK (Project Management Institute, 2008) quotes that the emphasis on communication is so that the success or failure of a project can rely on this factor. The book refers to communication as one of the single biggest reasons for the result of the project. Also that effective communication is required among project team members, as with the project manager and other stakeholder. Among important elements in communication it refers to openness, active listening and a knowledge of which interpersonal skills lead stakeholders to communicating effectively (James, 2011).

Monitoring and Evaluations

M&E is an essential component of international NGOs, NGOs and civil society organisations striving to continually improve their work and have greater accountability. Given the high demand in the sector, this foundation course is designed to develop you understand what M&E entails, why it is so vital, and how to do it well and in a participatory way. This course ensures that those who are new to M&E have a thorough understanding of M&E concepts and have built up the practical skills and the confidence needed to do M&E effectively. You will learn to use a range of M&E tools and activities that will help you improve accountability, learning and effectiveness of projects and programs. Monitoring and evaluation can make essential contributions to impact evaluation (Taplin et al., 2013). Indeed, meaningful impact evaluation² is not possible without significant support from an organization's regular M&E activities. While the scope of this note is too focused to discuss the nature and diversity of monitoring and evaluation, it is important to recognize some significant differences between "monitoring" and "evaluation," which make different contributions to impact evaluation. Thus, it is helpful to consider some basic characteristics, including differences and opportunities for complementarities, before identifying more specifically how "M&E" can contribute to impact evaluation (Penrose et al., 2012).

Stakeholder Involvement

Investment in management training and development by small businesses" Management Training and Development (MTD) in small businesses is relatively under-researched and an increased understanding of the factors influencing the purchase of MTD of small businesses is needed. Hence, a survey of 551 small businesses in the Midlands region of the UK sought to identify influences on MTD investment and preferred MTD activities and to establish whether small businesses perceive a link between investment in MTD and business success. Interviews were also conducted with 12 organizations. Results show that the organizational characteristics of ownership, size, number of managers and family management have a significant influence on MTD investment. Out of the sample organizations, 85 percent considered investment in MTD to be linked to business success and 80 percent of organizations engaged in some form of MTD. However, promoters of MTD of small businesses need to recognize that organizations in this sector are not homogenous and desire customized training (Mayberry, 2013).

In his categorization of the responsible investment literature (Chris et al., 2011) established 14 papers dealing with the definition of criteria for social, environmental and ethical screening in responsible investment. In practice, several independent agencies try to supply transparent and credible information about the social, labor and environmental performance of companies throughout the world. Some examples are KLD, Ethibel, Vigeo, Innovest, Oekom Research, SAM, Jantzi Research, Corporate Monitoring, EthicScan Canada, EIRIS, etc. But few rating agencies monitor mutual funds for social responsibility criteria. Most of the agencies provide financial information about the funds (costs, performance, risk and liquidity) and conventional investment strategy information (type of security, country and industry allocation, financial investment objectives and fund composition). They also include some information related to the ethical investment strategy and about portfolio building but the level of transparency and extension of the explanations differ from one agency to another (Knapke et al., 2013).

Performance of Community Development

Performance is a multi-dimensional concept. On the most basic level, James (2011) distinguishes between task and contextual performance. Task performance refers to an individual's proficiency with which he or she performs activities which contribute to the organization's 'technical core'. This contribution can be both direct (e.g., in the case of production workers), or indirect (e.g., in the case of managers or staff personnel). Contextual performance refers to activities which do not contribute to the technical core but which support the organizational, social, and psychological environment in which organizational goals are pursued. Contextual performance includes not only behaviors such as helping coworkers or being a reliable member of the organization, but also making suggestions about how to improve work procedures. Three basic assumptions are associated with the differentiation between task and contextual performance (Chris et al., 2011). Activities relevant for task performance vary between jobs whereas contextual performance activities are relatively similar across jobs; task performance is related to ability, whereas contextual performance is related to personality and motivation; task performance is more prescribed and constitutes in-role behavior, whereas contextual performance is more discretionary and extra-role (Barnett & Gregorowski, 2013).

Individual performance is not stable over time. Variability in an individual's performance over time reflects (1) learning processes and other long-term changes and (2) temporary changes which initially increase with increasing time spent in a specific job and later reaches a plateau (Chris et al., 2011). Moreover, the processes underlying performance change over time. During early phases of skill acquisition, performance relies largely on 'controlled processing', the availability of declarative knowledge and the optimal allocation of limited attentional resources, whereas later in the skill acquisition process, performance largely relies on automatic processing, procedural knowledge, and psychomotor abilities.

METHODOLOGY

The study used both quantitative and qualitative techniques. Kothari (2011) recommend this type of method because it allows the study to collect quantitative data which can be analyzed quantitatively using inferential statistics and qualitatively using numerical (Mugenda & Mugenda 2008). The target population was 1800 projects from the projects in Meru County. Igembe west, Igembe East, Tigania East, Tigania West, Central Imenti, Imenti North, Imenti South, Igembe Central and Buuri. The primary data was collected through a random sampling with the help of semi-structured and structured questionnaires. Secondary data was from documents review mainly organizational reports and company magazines. Questionnaire was developed based on the objectives of the study. The questionnaires were administered by two research assistants well trained for this purpose. The formula for multiple regressions is expressed as follows: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$,

Where;

Y =performance,
 β_0 =constant (coefficient of intercept),
 X_1 =Planning
 X_2 =Training
 X_3 =monitoring and evaluation
 X_4 =stakeholders investments
 ϵ =error term; $\beta_1 \dots$
 β_4 =regression coefficient of four variables.

RESULTS

Planning

The results in table 1 below, 14.6 % strongly agreed that planning affects performance of community development projects in Kenya, 32.2% agreed while 21.5% disagreed and 4.6% strongly disagree. These findings were in line with Ryder (2016) that planning affects performance of community development projects.

Table 1: Planning

		Frequency	Percent
Valid	SD	6	4.6
	D	28	21.5
	N	30	23.1
	A	42	32.3
	SA	19	14.6
	Total	130	100.0

Training

The study sought to investigate the influence of Training affects performance of community development projects in Kenya. The results were in table 2 below, 8.1 % strongly agreed that training affected Community development projects in Kenya, 25% agree while 25.8% disagreed and 13.7% strongly disagreed.

These findings tally with AGC (2011) that training is a critical aspect of performance of community development projects.

Table 2: Training

		Frequency	Valid Percent
Valid	SD	17	13.7
	D	32	25.8
	N	34	27.4
	A	31	25.0
	SA	10	8.1
	Total	130	100.0

Monitoring and Evaluation

The study sought to investigate the influence of Monitoring and Evaluation affects performance of community development projects in Kenya. The results in table 3 below, 9.8 % strongly agreed that Monitoring and

Evaluation affects performance of community, 24.4% agreed while 25.2% disagreed and 12.2% strongly disagreed.

Table 3: Monitoring and Evaluation

		Frequency	Valid Percent
Valid	SD	15	12.2
	D	31	25.2
	N	35	28.5
	A	30	24.4
	SA	12	9.8
	Total	130	100.0

Stakeholder involvement

The study sought to investigate the influence of Stakeholder involvement affects performance of community development projects in Kenya. The results in table 4 below, 10.4 % strongly agreed that Stakeholder involvement affects performance of community development projects, 33.6% agreed while 25.6% disagreed and 8.0% strongly disagreed.

Table 4: Stakeholder involvement

		Frequency	Valid Percent
Valid	SD	10	8.0
	D	32	25.6
	N	28	22.4
	A	42	33.6
	SA	13	10.4
	Total	130	100.0

Performance of community development projects in Kenya

The study sought to get from the respondents the status on performance of community development projects in Kenya. The findings indicated that 52.9% strongly agreed that performance of community development was a major issue in Kenya. 35.5% agreed, 5.8% disagreed and 5.0% strongly disagreed. These findings were supported by ROK (2014) that performance of community development projects in Kenya is an issue that needs to be addressed with urgency.

CONCLUSIONS AND RECOMMENDATIONS

From the finding, the study concluded that Project Performance is affected by Planning, Training , Monitoring and Evaluation and Stakeholder involvement. Planning is a major factor in Community development projects in Kenya and policy priorities for tackling Project Performance. These policy priorities are not presented in any order of precedence.

An integrated approach (e.g. national action plans on Project Performance, where not just the Ministry of Devolution, but also other key Ministries, address the issue of Project Performance in Kenya, could be helpful in this regard.

Monitoring and Evaluation is critical to Community development projects in Kenya. The private sector in Kenya is vibrant, well developed and hosts one of the largest business communities in sub-Saharan Africa. The private sector is split into two parts: a formal, large business sector which is relatively healthy and productive and a massive informal sector made up of small and medium-sized businesses, which is poorly supported in terms of working conditions, financing and skills development programmes.

The assumption is that the desired quality of the project (generally the thickness of the pavement) will be achieved and controlled according to the Stakeholder involvement based on economic analysis. Generally speaking, it is reasonable to assume that quality control is not a big problem for community development projects since most important decisions regarding quality are made during the design and planning stages rather than during construction. There need to prioritize the development of an Integrated system that the country meets the ever-increasing.

The study established that Planning, Training, Monitoring and Evaluation and Stakeholder involvement community development projects in Kenya in Kenya, therefore they need to be checked in a more appropriate for change. Provision of accessible and practical skills training that has been developed with input, either additionally or independently of formal education. Training programs should comply with nationally recognized quality assurance Stakeholder involvement to ensure training is relevant and appropriate for development. Life-long career paths must be brought to the fore of Project Performance in Kenya rather than focusing on “short-term” isolated job interventions.

Suggestions for Further Research

The results of this study can be further utilized to suggest several directions for future research. Finally, more research on this area was needed because this study had investigated a subset of the variables found to be important determinants. Other variables that may affect private label projects need be investigated. Further research can examine these possibilities and the extent of their influence.

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