SOCIAL CONSTRAINTS OF WOMEN INVOLVEMENT IN MANAGEMENT LEVEL OF COUNTY FUNDED GRASS-ROOT COMMUNITY WATER PROJECTS IN MAKUENI COUNTY, KENYA

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ABSTRACT

Literature has it that for any national or local project to succeed, community members must be included not only in all levels of development but also the management level where key voices are aired, major decisions made and resources distributed. In response to gender inequalities, many third world countries amended their constitutions and policies to address these issues. While much progress has been realized, research shows that in community development pro-jects, women are not fully involved in senior management positions. The goal of this study was to investigate social constraints influencing women's involvement in the management levels of county-funded grass-root community water projects in Makueni County. A case study was done in Makueni County on on-going projects in eight county wards. The study was conducted through a descriptive survey study. The target population comprised of 441 management board members with a sample size of 132 systematically sampled. This study used structured ques-tionnaire for data collection which was analysed using descriptive statistics. The descriptive statistics used included means, standard deviation, frequency, and percentages. The data col-lected was summarised and categorized in frequency distribution tables The data was analysed and organized into themes relevant to the study and analysed using Statistical Package for the Social Sciences and Microsoft excel (SPSS). This study established that education levels, skill development and

leadership experience greatly influence the women's involvement in the management of county-funded community water projects. Further, the researcher established that in-service empowerment moderately influences the women's involvement in the manage-ment of county-funded community water projects. The study recommended that the govern-ment should provide education and awareness, training, and capacity building to grass-root communities in water management. The study suggested that the local community should be empowered through education so that it can fully participate in the management of water pro-jects.

Keywords: Social Constraints, Skill Development, Leadership Experience, Women's Involvement In Management.

INTRODUCTION

Water management in county-funded grass-root community project is a gendered agenda. In support of this argument, Zwarteveen and Bennett (2005) observe that a water management gendered analysis shows that rural water resource projects are virtually flawed when the role of grass-root community women is left invisible. They assert that women from grass-root community have needs that need to get voiced out by them being at the management level. This results to a comprehensive planning, effective projects and significant gains for women, their households and community as a whole.

This is also supported by Waal (2006) who observes that there is a link between gender concerns and goals of community development projects hence calling for attention in water gender perspectives. Further, he argues that decisions made at the management level must factor a women's voice and equitable resources sharing. As a result, gender perspectives are not only made visible but also women gain their rights and play their responsibilities and experiences meaningfully in their own lives. Further, the grass-root community water projects attain efficiency, accountability and sustainability.

Research conducted by a World Bank evaluation (2018) in 122 water resources management projects showed that projects which included women at the management level were 6-7 times more effective and efficient than those which did not. Involvement means an act of being in an active process through which each stakeholder influences and controls the development project initiative, decisions, and available resources that affect them (World Bank, 2017). Mulwa (1985) supports this argument and contends that involvement is a participatory alternative approach to gender equity in grass-root community projects. Further, this was an alternative approach to top-down dominance approach of development. Involvement approach is a participatory down-up approach that calls for marginalised women to use the management space to share their voice. Grass-root community organizing for community development water projects entails offering a platform for both men and women to not only be involved in the entire development process but also at the management level.

According to Caroline and Moser (2010), this development gender cycle process commences with adapting the gender perspectives and terminologies, putting a policy in place and implementing

those policies. In analysing gender mainstreaming in most institutions and organisation, Caroline and Moser (2010) observe that most institutions have adopted the terminologies and put a gender policy in place. Nevertheless, during the time of implementation, gender policies remained largely unknown.

In 2019, the World Bank group reported that women are significantly underrepresented in water management level due to social and cultural norms, inadequate human resource policies and unwelcome work environment (World Bank Group 2019). Therefore, this current research seeks to research on how social constraints influence women's involvement in the management level of county-funded grass-root community water projects in Makueni County**.**

Further, some of the social constraints which influence women representation in grass-root community project management level are education levels, skill development, in-service empowerment and leadership experience. While research shows that there is a remarkable improvement in girl-child education in Kenya, the primary school level is not enough for women to be involved in community management boards. According to global Institute of Women Leadership (2019), women empowerment is an ongoing training whereby women are offered with practical skills, confidence, exposure, and independence which they need to increase their power to control and make decisions over their own lives. The underperforming of women in management levels of community development projects can be strengthened by embracing leadership and management skills that emerge from the complexities of social cultural, educational backgrounds, religion and language.

In addition, top-down organisation constraints exist within the community development organization practices. Most projects and organizations show gender oppression through organizational structures, processes and practices. These harmful gender inequality policies are enacted within the human resource department affecting the employment, empowerment, remunerations and promotions of men and women. Therefore, it is essential to examine how employment policies, employment procedures, male domineering attitudes, and monitoring and evaluation tools influence women's employment and performance at the grass-root community project management level.

Statement of the Problem

The importance of involving grass-root community women at water management resource level has been recognized at global level. For instance, the United Nations water conference (1977) and the international water and environment conference (1992) in Dublin affirmed the central role of women at the water resource management level. In addition, the agenda 21 in establishing the International Decade for Action- Water for Life 2005-2015 called for women involvement in water development efforts at all levels (UN Women 2016).

First, the above-named conferences argued that women involvement at water resource management level improves equitable access to water supply. In 2013, the global water institute estimated that 700 million people globally could be displaced due to intense water scarcity

(Global Water Institute 2013). In 2017, UNICEF observed that by 2040 one in every four of the world's children under the age of 18 shall be living in extremely high-water stress (UNICEF 2017). Further, in 2018, United Nations observed that there were 2 billion people in various countries experiencing high water stress (UN 2018). Therefore, gender mainstreaming at the water projects management level enhances equity in sharing of water resources.

Secondly, the water conferences argued that involving women in water management boards would ensure equitable access of water for agricultural produce. UN water (2006) affirms that grass-root community women produce 60-80 percent of community food. This is also supported by Makueni county integrated report 2018-2022 that 80% of the country farming activities is done by women. Further women have great role in establishing effective, efficient and sustainable use of water resource in small scale farming in terms of offering protection and management (UN Water 2006).

Research shows many third world countries have introduced gender policies and measures aimed at increasing women's involvement in water management boards. As a result, progress in addressing the gender gap has been noted in countries like Uganda, Tanzania and South Africa that have adopted national water policies which aimed at increasing women at the water management level (Thompson & O'Dell, 2017). Nevertheless, Afulabi (2017) observes that in theory, most of the country's constitutions are sound and reflect no gender bias; while in practice, women are underrepresented in meetings where decisions are made and resources are shared. Above all, they do not get their chance to fight for their representation. Also, he adds that women remain invisible in structures that lead to employment.

Due to high population and climate change effects, Kenya continues to suffer low water supply across the country. In fact, recent research shows that grass-root community water supply coverage is at 52%.

Makueni County is an arid and semiarid area with scarce water supply. The county receives 45.3% of the total required water across the county. While the county requires 40,794m3 per\day of water, they only receive 18490m3 per day with 17.7% of the households receiving piped water as 36% of its residents receive water from improved water source (Makueni County, 2019). This implies women and children from the grass-root community are most affected. Many of them walk 8 kilometres to and from water sources in search of water. That is why women involvement in grass-root community water projects management is critical.

Social constraints were some of the main catalysts for low women representation at the management of county-funded water projects in Makueni County. The solution to the problem, therefore, lies in breaking the social barriers. This will ensure that women are equally involved not only in the project's identification processes but also in the actual planning, design, construction of water supply structures, as well as in the overall water resource management activities. Therefore, the proposed research seeks to investigate how social constraints influence women involvement in the management levels of county-funded community water projects in

Makueni County.

Objectives of the Study

The goal of this research was to establish the influence of social constraints in women's involvement in the senior management levels of county-funded grass-root community water projects in Makueni County.

Theoretical and Empirical Review

The Gender and Development (GAD) bring out how the social constraints which influence gender equality at the water management level can be dealt with. Gender and Development (GAD) emerged as a response of the limitations of earlier attempts of feminist development theory and practice in Women in Development (WID) and Women and Development (WAD). A group called Development Alternatives with Women for a New Era (DAWN) developed this new paradigm in early 1985 in Nairobi, Kenya. GAD called for more attention to the collective voices and experiences of grass-root community women, collective action, focus on gender roles and relations, culture and social inequalities. Proponents of GAD seeks to have those active women voices heard where decisions are made and resources are shared hence women becoming visible in public sphere (Jaquette 2016). Their concern was coming up with a women developed approach that recognized the importance of global and gender inequalities (Sen and Grown 1987).

GAD and Gender mainstreaming theory seeks to explain gender analysis at the organisation level and the strategy to comprehensive application of those gender policies in institutions to achieve gender equality and transform grass-root communities. Gender and Development followers acknowledge that women are affected by patriarchy and capitalist ideologies in their communities at the local, national and household levels. In response, they seek to challenge both male dominance and capitalists. GAD theorists are not just concerned with how women are assigned specific roles, responsibilities and expectations rather they welcome the potential contribution of men who share concerns for issues of equality and social justice (Young 1993). They do not just focus on single productive and reproductive aspect of women and men lives separately. Rather the approach seeks analysis of the women's nature within the context of community and work done inside and outside the households without undervaluing the work of women in the family (Parpart 1993).

GAD theorists call for equitable development and women full participation, participation of state in promoting women emancipation, taking it as their duty to offer social services to women in order to enhance women involvement in projects (Jaquette, 2016). They call for organizations holistic, transformation of gender equality approach through women empowerment in all aspects, structural change, power shifts, reforms of gender policies, and application of specific gender intervention strategies for sustainable development (Brenner, 2009). The approach questions the underlying assumptions of social, cultural, organizational, economic and political to ensure that women are integrated into the community ongoing development project (Rathgeber, 1990). As a result, they make women create their own improvements with lasting and sustainable change.
Due to the historical and social exclusion of women and girls in schools, the world has been championing girl child education. Development cannot be realized without equal education

opportunities between men and women. Therefore, female education has been identified as of great importance to growth in the economic activities of any country. Education empowers women to participate in the process of development at all levels. Research shows that there is a great improvement in girl-child education in third world countries. Despite that, women continue to struggle with their low level of education and little or no knowledge, leadership, and project skills, as well as experience required for them to fit and participate in high management project boards.

Following the Kenya Vision 2030, which is built on the millennium and sustainable Development Goals, Kenya has sought to improve women's education by putting in place gender policy through the ministry of education (MoE 2007). This policy aims to eliminate all forms of gender disparities in education, training, and empowerment for quality education and development for all. With the implementation of this policy, gender gaps have been narrowed in primary education but still are wide in secondary and higher education levels. This gaps in secondary and higher education affect women more than women. Hence, their low education qualification continues to influence their involvement in management boards where decisions are made, and resources are shared. As a result, women are excluded in management levels and in turn poverty gaps deepen.

According to UNESCO (2018), Kenya has closed gender gap in primary school enrolment, and she is in the progress of striving to close in secondary school enrolment. However, realising gender parity does not mean all girls and boys in Kenya have access to education. Research in Kenya shows that in 2018 only 51% of the total boys and 48% of the total girls were enrolled in school. Besides, the Ministry of Education in Kenya 2018 observed that of the 85% of learners who progressed from primary school to secondary school, 30% of women proceeded to higher education. This accounts for only a third of the total girls' enrolment in secondary schools. Recently, the gender gap report 2018 ranked Kenya 76 globally, maintaining the same number as in 2017 report. However, the detailed report registered the fourth drop in education attainment. The women's literacy rate has tremendous growth. However, gender disparity remains high with 16% of women with no literacy skills compared to 9% of men.

The World bank group (2017) asserts that these skills include innovation, flexibility, adoptability, values, attitudes, literacy skills, soft skills, numeracy, problems solving, social emotional skills as well as cognitive skills. Skill development enables women to engage in economic productivity in livelihoods and to gain the ability to serve in management board positions. Nevertheless, women drop out of schools, lack of non-formal education and technical training in primary, secondary, and higher education contribute to poor skill development among women. As a result, women fail to measure in serving in management positions of any community development projects.

In service women empowerment entails in-house training for women as they serve in the community development projects. According to global Institute of Women Leadership (2019), women empowerment is an ongoing training whereby women are offered with practical skills, confidence, exposure, and independence which they need in order to increase their power to

control resources and be involved in sharing their needs and issues at the management boards. This is supported by Biamah (2012), who reports that low literacy among community women in Makueni County influences the inclusion of women in water management boards. He asserts that even when In-service training programs are done to illiterate women, many times they have proved ineffective. Nevertheless, women gain knowledge and skills for community projects, programs, and activities and in the process, they are selected to represent other women in management level of the project. The Researcher sought to establish if truly in-service empowerment is carried out in grass-root community projects in Makueni County. Such will have a greater influence for women who have low education level to serve faithfully in management levels of water projects.

Grass-root community women grow up knowing that men are leaders and that women roles are in homemaking. But Literature review has it that due to separation with their spouses who live up in the cities working, women take up leadership of their own families. They grow in leadership experiences the hard way. Even so, this is not enough for them to have the leadership skills needed to serve with men in management levels of their community projects. Leadership knowledge and experience ought to be taught in education and developed through internships and mentorship within the community projects. The underperforming of women in management levels of community development projects can be strengthened by embracing leadership and management skills in them. Leadership and management skills emerge from the complexities of social cultural, educational backgrounds, religion, and language. Therefore, leadership development, experience, and the art of making women leaders visible is paramount for effective management roles in community projects.

Conceptual Framework

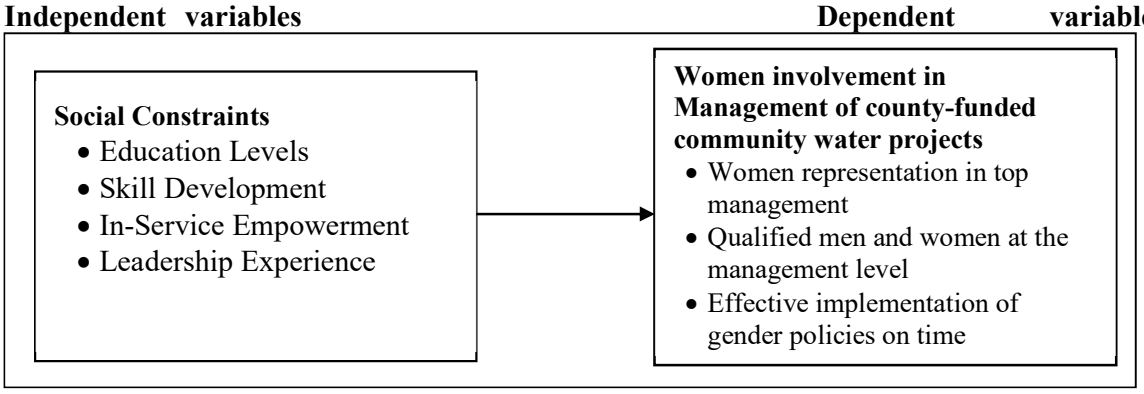


Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

Research Design

Research design is basically the blueprint for data collection, measurement, and analysis. A descriptive research design was used in this study because the data was collected qualitatively and analysed quantitatively. The research used statistics, frequencies, average and percentages to determine relationship and outcome of the research. The descriptive research design and process brings out the clear report of the way things are in the field and helped the researcher to describe

a phenomenon in terms of attitude, values, and characteristics.

Target Population and Sampling

This study was carried out in Makueni County which is situated in the eastern part of Kenya, around 144 kilometres from the city of Nairobi. The county boarders Machakos County to the east, Kitui County to the north, Kajiado County to the south, and Taita Taveta County to the east. There are 49 on-going county-funded community water projects in the County. As a semi-arid area, Makueni County suffers from severe water shortage. The study focused on water projects since they are projects where women should be more involved because it had much impact on them as they are primary beneficiaries.

The researcher targeted a population of 441 management board members who were assigned to manage individual county-funded community water projects in the county.

Table 1: Total Population County Ward

Name County Ward	No of Projects	No of Members of Management Board
Makindu	6	54
Kathonzweni	4	36
Mavindini	5	45
Wote	8	72
Nzaui	7	63
Emali	6	54
Kalawa	5	45
Kikuumini	8	72
TOTAL	**49**	**441**

Source: Makueni County ongoing water Projects website (2020).

The sample size is the population selected as respondents in qualitative and quantitative research sample. 30% of the total population was used as the sample size, that is, 30% of 441 which was 132 management level board members.

Table 2: Summary of the Sample Size

Name County Ward	No of projects	Target population	No of sample size
Makindu	6	54	14
Kathonzweni	4	36	10
Mavindini	5	45	14
Wote	8	72	22
Nzaui	7	63	19
Emali	6	54	16
Kalawa	5	45	14
Kikuumini	8	72	22
Total	**49**	**441**	**132**

From the above subgroups, a random stratified sampling technique was employed to select the respondents.

Systematic random sampling is a technique of selected probability samples that requires a listing of the target population. This involves the direct selection of subjects or other primary sampling units from the sampling frame that is listed progressively. With the help of an informant, systematic sampling was used to pick up members of the projects. Further, convenient sampling was applied in the research where the respondents were picked randomly.

Data Collection

This study used structured questionnaire tool for data collection to obtain descriptive information

from a larger sample. The researcher identified 12 assistant researchers from 8 sub counties within Makueni county where water projects were ongoing. Each assistant researcher was trained on how to administer the questionnaire and introduction research letter at the sub county office where the county water officials would introduce them to water projects human resource personnel and management board members. Each researcher assistant was assigned to at least 13 respondents (5 women and 8 men) from which data was collected from. The respondents were given two weeks to fill the questionnaires. Through Facebook messenger, the researcher was able to network with those on the ground to do coding and get the data reports. All assistant researchers were compensated for the work they did and given daily lunch and Phone credit. Further, Secondary sources with informed reports and previous studies were used to strengthen the interpretation of the data collected. Secondary data was collected from publications and articles found in scholarly journals that address the topic of study.

Piloting Testing

This is the pre testing of the questionnaire that helps in checking the order of the questions, verification of unclear questions and if the structured questions are appropriate and make sense. This was done through a pilot study before the ultimate research was conducted. The pilot study involved 10% of the target respondents. They were conducted in Makindu community water projects in Makueni County, which was part of the target population but did not take part in the main study.

The reliability of research is the consistency of the measure of the concept. It is the extent to which a measure is perceived as stable over time. For instance, when the same results are produced after repeated research, then research is said to be reliable. While it is hard to test the reliability of any research accurately, it is possible to observe some measures to improve the reliability of any research. To increase the reliability of instruments used, a pilot study was conducted with at least 10% of target population sampled before full data was collected. A pilot study enabled the researchers to check the time taken to fill in the answers, clarity of the items to eliminate ambiguities, redundant questions and irrelevant items, commonly misunderstood questions for reframing, and to get feedback on the attractiveness of the questionnaire design (Cohen, 2007). The researcher administered the instrument which was filled and collected immediately thereafter by the researcher. Validity is a term used to measure the extent to which the indicators measured what they were intended to measure. To test for the content validity in this study, the researcher relied on the expert judgment of the supervisors who commented on the clarity and the instrument and content coverage.

Data Analysis and Presentation

Data analysis is the process that involves reduction of huge data into statistics which are interpreted to give insights. Questionnaires were coded based on each of the research question for accurate data analysis process. Descriptive data analysis was employed where frequency distribution tables and percentages were used as data analysis tools. Descriptive statistics are fundamental in organizing research data as it serves to summarize the information collected. The descriptive statistics used included means, standard deviation, frequency, and percentages. The

data collected was summarised and categorized in frequency distribution tables. In addition, the analysis was done using MS Excel spread sheets for initial tabulation analysis and drawing of charts based on the responses. The data was analysed and organized into themes relevant to the study and analysed using Statistical Package for the Social Sciences and Microsoft excel (SPSS).

FINDINGS AND DISCUSSIONS

This study adopted the split-half method to test consistency and reliability. Through SPSS, Split half method is used to measure the internal consisted reliability of items in the questionnaire. The main assumption is when a random picked up item if split into half and reliability analysis is done in both halves, the result and variance is the same. Therefore, the end results of the tests in both sides were normally correlated (McLeod 2019). Further, the assumption in both sides was that several items were available to measure behavior. The reliability coefficient was between 0 and 1.00; where the higher the coefficient, the more reliable the test is. The process entails taking randomly the sample for questionnaires and administer them in SSPS for analysis. Later, the researcher uses reliability analysis link for analysis of each half at a time, to read the reliability statistics (McLeod 2019). This is the process the researcher followed to come up with the following outcome.

Table 3: Reliability Analysis

	Cronbach's Alpha	Number of Items
Social constraints	.779	4
Women Involvement in Management of County Funded Community Water Projects	.707	3

For this reliability analysis, the outcome indicated that social constraints coefficient was 0.779 and Women Involvement in Management of County Funded Community Water Projects was 0.707. All constructs depicted Cronbach's alpha value that was above the proposed value of 0.7 thus it can be concluded that the study was reliable to capture the constructs (Rousson, Gasser and Seifer, 2012).

Role in the Management of Community Projects

Table 4 represents data collected from respondents showing various roles they play in the water management of community projects.

Table 4: role in the management of community projects

	Frequency	Percent
Manager	17	16.5%
Assistant Manager	12	11.7%
Secretary	28	27.2%
Treasurer	19	18.4%
Board Member	14	13.6%
Human resource	13	12.6%
Total	**103**	**100**

Based on the above findings, participants cut across the board as follows: assistant managers (11.7%), human resource (12.6%), board member (13.6%) and manager (16.5%). Others indicated that their role was treasurer (18.4%) and secretary (27.2%). This implies that the collection of data cut across various categories of respondents and hence could be relied upon.

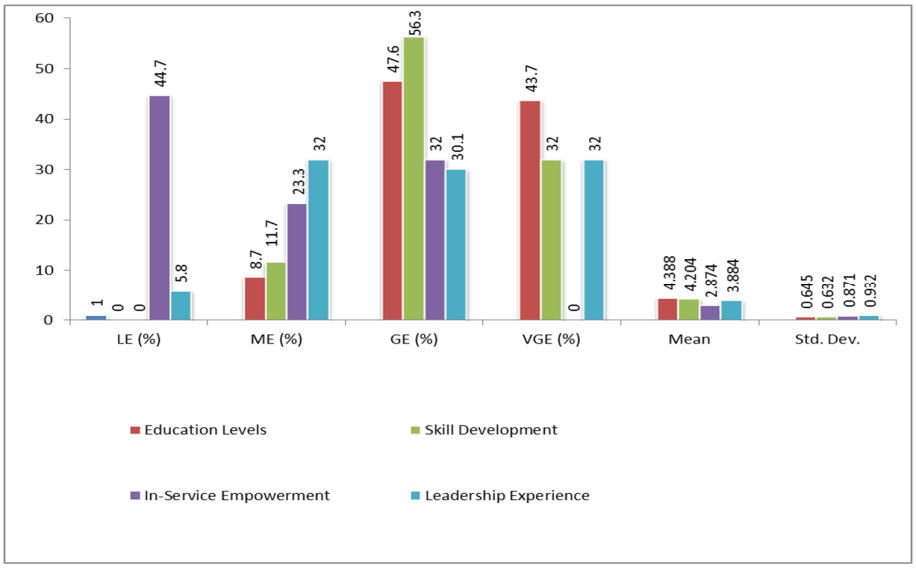
Social Constraints

Table 5 represents the results of the respondents upon being asked to indicate the extent to which various aspects of social constraints influence women's involvement in the management of county-funded community water projects.

Table 5: Extent aspects of social constraints influence women's involvement

	VLE (%)	LE (%)	ME (%)	GE (%)	VGE (%)	Mean	Std. Dev.
Education Levels	0	0	8.7	47.6	43.7	4.388	0.645
Skill Development	0	0	11.7	56.3	32	4.204	0.632
In-Service Empowerment	0	44.7	23.3	32	0	2.874	0.871
Leadership Experience	0	5.8	32	30.1	32	3.884	0.932

Figure 2: Extent aspects of social constraints influence women's involvement



Key: VLE: Very low extent
LE: Low extent
ME: Moderate extent
GE: Great extent
VGE: Very great extent

From the findings on education levels, 47.6% (49) of the respondents indicated that it influences the women's involvement in the management of county-funded community water projects to a great extent. In addition, 8.7% (9) indicated moderate extent and 43.7% (45) indicated very great extent. This implies that education levels influence the women's involvement in the management of county-funded community water projects to a great extent. According to Gender Gap Report 2017 and 2018 gender disparity gap continue to be felt in Kenya due to wide education differences between men 16% and women 9%. This evidence supported the literature review findings where Biamah (2012) reported that low literacy among grass-root community women in Makueni county influence the inclusion of women at the water management boards. UNESCO (2018) affirmed that while most women manage to go through primary school studies, very few advance to secondary level and fewer to higher education. While the water managements body has strived to included literate men and women on board they still have semi-literate fellows in the boards.

Concerning skill development, 56.3% (58) of the respondents indicated that it influences the women's involvement in the management of county-funded community water projects to a great extent. Additionally, the 11.7% (12) indicated moderate extent and 32% (33) indicated very great extent this shows that skill development greatly influences the women's involvement in the management of county-funded community water projects. This is supported by World Bank report (2017) that women continue to lack basic skills required by their employers to perform at high management levels of office. Simple skills like understanding what texts infer, how to lead and manage office, problem solving skills, relationship building, and networking are missing in them. Further, Afulabi (2017) observed that women service at water management level boards require technical and vocational skills in order to perform well.

According to global Institute of Women Leadership (2019), women in-service empowerment is an ongoing training whereby women are offered practical skills, confidence, exposure, and independence they need. This increases their power to control and make decisions over their own lives. In addition, women gain knowledge and skills for community projects, programs, and activities and in the process, they are selected to represent other women in management level of the project. Further, on in-service empowerment, 44.7% (46) of the respondents indicated that it influences the women's involvement in the management of county-funded community water projects to a low extent. In addition, 32% (33) indicated great extent and 23.3% (24) indicated moderate extent. This is an indication that in-service empowerment is not adequately administered hence influencing the women's involvement in the management of county-funded community water projects to a great extent.

Finally, on leadership experience, 32% (33) of the respondents indicated that it influences women's involvement in the management of county-funded community water projects to a very great extent. In addition, 32% (33) indicated moderate extent, 30.1% (31) indicated great extent and 5.8% (6) indicated low extent. From the Literature review, the underperforming of women in management levels of community development projects can be strengthened by embracing leadership and management skills in them. Leadership and management skills emerge from the complexities of social cultural, educational backgrounds, religion, and language (Biamah 2012).

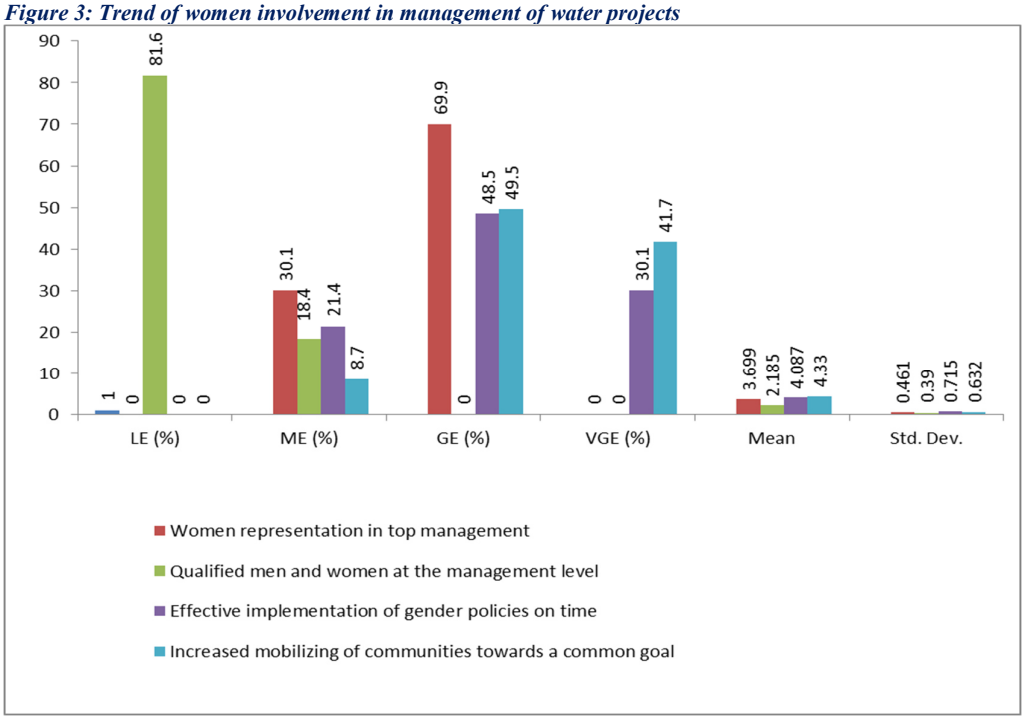
Women's Involvement in Management of County-Funded Community Water Projects

Table 6 represents the results of the respondents when asked to indicate the trend in the various aspects of women's involvement in the management of county-funded community water projects.

Table 6: Trend of women involvement in management of water projects

	GD (%)	D (%)	C (%)	I (%)	GI (%)	Mean	Std. Dev.
Women representation in top management	0	0	30.1	69.9	0	3.699	0.461
Qualified men and women at the management level	0	81.6	18.4	0	0	2.185	0.39
Effective implementation of gender policies on time	0	0	21.4	48.5	30.1	4.087	0.715
Increased mobilizing of communities towards a common goal	0	0	8.7	49.5	41.7	4.33	0.632

Figure 3: Trend of women involvement in management of water projects



Key: GD: Greatly decreased
D: Decreased
C: Constant
I: Improved
GI: Greatly Improved

From the findings, majority of respondents 69.9% (72) indicated that women representation in top management has improved. Also, 30.1% (31) of the respondents indicated that women representation in top management have been constant. This is an indication that women representation in top management has improved. Further, most of the respondents 81.6% (84) indicated that qualified men and women at the management level have decreased. In addition, 18.4% (19) of the respondents indicated that qualified men and women at the management level have been constant. This shows that qualified men and women at the management level have decreased.

Additionally, most of the respondents 48.5% (50) indicated that effective implementation of gender policies on time have improved. Also, 30.1% (31) and 21.4% (22) of the respondents indicated that effective implementation of gender policies on time have greatly improved and are also constant. This reveals that effective implementation of gender policies on time have improved.

Moreover, majority of the respondents 49.5% (51) indicated that increased mobilizing of communities towards a common goal has improved. Also, 41.7% (43) and 8.7% (9) of the respondents indicated that increased mobilizing of communities towards a common goal has greatly improved and is constant, respectively. This shows that increased mobilizing of communities towards a common goal has improved. These findings correlate with Laboso (2014)

who argues that while there is a remarkable increase of women in political elective and appointment positions, both National and County Governments cannot account for women participation in management positions in community development projects.

Conclusions and Recommendations

The social constraints facing grass-root community women in being involved at the management level of community projects can be eliminated if the government, project managers and community members are keen in laying the following gender practices laid down. The study revealed that the national government has always strived to have women involvement at the management level of community development projects. The national government has committed herself to the removal of all forms of political, social, cultural and economic discrimination against women. Therefore, the major responsibility lies in the hands of the county government, the community, and the project managers to implement gender policies comprehensively at management level for community transformation.

The study established that women are still underrepresented, and the factors mentioned continue to be a challenge to increase of women involvement at the management level of community projects. The revelation that women are limited in seeking for those promotions and that the few who serve at the management level are undermined in their performance, is an urgent issue that needs to be addressed by government, the community and gender equality stakeholders.

Based on the above conclusions, the study shall make the following recommendations in relation to policy programs and future research regarding constraints to women involved in senior management levels of county-funded community water projects.

i. To the County Government and policy makers: The study conclusion is that the community acknowledges that there is need to empower women to serve in management levels of community development projects. They need to be empowered and trained on how to engage women fully in community organising and service in high management level.
ii. In addition, the government should network and partner with grassroot community organising expertise to not only develop their community with knowledge, skills, and experience necessary for project management but also gain wisdom and experience from these non-profits.
iii. The county government ought to organise workshops for the grassroot community. Further, the donor and stakeholders from the central and county governments need to monitor and evaluate employment policies and their implementations to identify challenges faced by the project directors and seek to address them in a timely manner.
iv. The government ought to create awareness, embark on water education, training, and capacity building to grassroot community organising and water management boards.
v. Also, there is need to campaign for more grass root women to access adult education and professional training to build their capacity to participate actively in the management of water projects.

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