

**INFLUENCE OF POST-IMPLEMENTATION MANAGEMENT PRACTICES
ON SUSTAINABILITY OF INCOME GENERATING PROJECTS AMONG
YOUTH GROUPS LIVING WITH DISABILITY IN NAKURU COUNTY**

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DECLARATION

This research project is my original work and has not been presented for the award of degree in any other University or Institution for any other purpose.

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DEDICATION

To my family for the support and understanding throughout the entire period of this study, all my friends and colleagues who have lent undying support and inspiration. Thank you.

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ABBREVIATIONS AND ACRONYMS

APDK	Association of People with Disabilities Kenya.
IGAS	Income Generating Activities.
NCPWD	National Council of People with Disabilities.
PWDS	People with Disabilities
UNCRPD	United Nations Conventions on the Rights of People with Disabilities.
UN-DESA	United Nations Department of Economic and Social Affairs.
UNICEF	United Nations Children’s Emergency Fund.
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization
UNDP	United Nations Development Programme

OPERATIONAL DEFINITION OF TERMS

People with disabilities	Any person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment.-federal laws definition.
Income generating activities	Initiatives that affect the economic aspects of people's lives through the use of economic tools such as credit.
Entrepreneurial orientation	Is defined as a multidimensional construct, applied at the organizational level, which characterises firms' entrepreneurial behaviour and includes one or several of these 3 dimensions: risk taking, innovativeness and pro activeness.
Stigmatization	To set some mark of disgrace or infamy upon.
Sustainability	Continuation of a project intended to have benefits after implementation and even after external funding has been ceased
Monitoring and evaluation	Systematic collection and analysis of information at regular intervals about on-going project in order to compare the actual project impacts against the set objectives to facilitate decision-making.

ABSTRACT

Income generating activities are crucial for promoting initiative, responsibility and self-sustenance. Despite all the proper structure in place such as good leadership, training, financial management and monitoring and evaluation it is quite worrying that youth with disabilities projects are still collapsing thereby not achieving their intended objectives. The aim of the study was to assess the influence of post-implementation management practices on sustainability of income generating projects among youth groups living with disability in Nakuru County. The study also sought to assess the effect of education and training, market accessibility, monitoring and evaluation on sustainability of income generating projects among youth groups living with disability in Nakuru County. The research study used descriptive research design. The target population of the study comprised of 83 youth members from 3 groups of youth living with disabilities in Nakuru town. The study also targeted 7 officials with administrative duties from PWD offices in Nakuru County Headquarters. The three youth groups formed 3 stratum while the officials from PWD office formed one strata. The study used 60% to get a sample size from each of the strata. The sample size of this study therefore was 54 respondents. The study used primary data. Open ended questions permitted free responses from the respondents, without providing or suggesting any structure for the replies. Closed ended questions enabled the researcher to analyse data easily using the stated alternatives. The researcher visited the self-help groups and collected data by administering the questionnaires and interviews. Content validity was used in this study. This is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. The questionnaire's reliability was statistically measured by measuring the internal consistency. In turn, internal consistency was measured by use of Cronbach's Alpha. The data that was collected in this study was both qualitative and quantitative in nature. Qualitative data was analysed by use of content analysis presented in a prose form. On the other hand, Quantitative data was analysed by use of Statistical Package for Social Sciences (SPSS) version 21. In addition, descriptive and inferential statistics was used in this study. Descriptive statistics such as percentages, frequencies, measures of central tendencies (mean) and measures of dispersion (standard deviation and co-efficient of variation) was used to describe the characteristics of the target population. Data was then presented in graphs and tables. Further, a multiple regression analysis was used to establish the relationship between the dependent and the independent variables. From the findings the researcher concluded that for income generating activities to perform well, one needs a good education, group members should also receive good training on business. Training plays a very important role in addressing confusion, confidence and commitment to issues found within income generating projects, which affect members and managers. For the training to yield the required commitment and awareness from participants, it must address specific needs of projects and that quality training increases commitment to project objectives and awareness of individual participant's and therefore all team members should receive detailed training on process and procedures relevant to their own work

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study.

Young people constitute a major proportion of those living in poverty across the world – almost 209 million live on less than US\$ 1 a day, 515 million live on less than US\$ 2 a day (UN Department of Economic and Social Affairs [UN-DESA], 2005). Children with disabilities may lack opportunities to receive an education due to inaccessible school systems, which will in turn impact their vocational skills and ability to accumulate capital and social assets as adults (Mitra, Posarac& Vick, 2013).

Youth with disabilities face dual disadvantages and also are more likely to live in poverty, including in developed countries such as the United States (U.S. Census Bureau, 2008). Additionally, households with members with disabilities generally have lower incomes than other households and are at a significantly higher risk of living below the poverty line (Hoogevan, 2005). As parents and family members take on care-giving roles, at least one parent or family member (mostly women) in many households may have to give up employment or sustainable livelihood activities due to limited Government supports, inaccessible community infrastructure, and financial limitations to pay for personal assistants.

Many Governments now practice gender mainstreaming when designing National budgets to make sure national economic planning pays adequate attention to the unique challenges of women's economic empowerment (Loeb &Eide, 2004) In acknowledgment of the fact that expanding entrepreneurial activities among all sections of society is a key driver of economic growth, many international development banks are becoming increasingly entrepreneurial in their outlook and channelling an ever increasing proportion of their portfolios through enterprise funds and soft loans to commercial banks for on-lending to youth and women, rather than through traditional development grants (Fanuel, 2001).

In Kenya special groups constitute over 85% of the entire population yet they contribute to less than 10% of public procurement involvement thus hampering economic growth and achievement of vision 2030 (Transparency international, 2013). However, in realization of the role of Special interest groups in development, the Government has put forward a raft of measures to engage them in Government business. The implementation outcome of the 30% Government procurement preference for youth, women and persons with disabilities (AGPO) has made a significant contribution to GDP of not less than 15% per annum (R.O.K 2013).

Youth Enterprise Development Fund disperses funds to youth with disabilities in cities across Kenya. There are other funds specifically for persons with disabilities, such as the National Disability Development Fund, dispersed through the National Council of Persons with Disabilities which also provides funding to youth with disabilities to establish group and personal businesses, as well as to a number of TVET training institutes. In addition, the National Fund for the Disabled of Kenya provides persons with disabilities with equipment and cash to set up their own businesses.

The 30% Government procurement preference was set aside to assist the special interest groups who were in business but did not have the capacity to compete for Government tenders with other established suppliers. However, often youth especially those with disabilities are confronted with challenges that deter them from engaging in productive business activities. Many of the problems cited by the special groups have included capacity building, lack of access to credit, inadequate skills, poor information and inhibitive legal regulatory framework (Brinkerhoff, 2004). Lack of employable and entrepreneurial skills, are some of the most crucial problems facing communities of people with disability and society at large to be included in public procurement. As a result people with disability are generally excluded from public procurement thereby hampering their overall economic independence (R.O.K, 2013).

Kenya's National Youth Policy (2008) considers youth with disabilities a priority group; however, as Mugoet, al. (2010) notes "this category is neither mentioned in any of the ten

objectives, nor is there any strategy geared at realizing the objectives for this category.” All of these policies are framed within Kenya’s ‘Vision 2030’ (Government of Kenya, 2007) a development strategy encouraging sustainable economic growth, tackling poverty, and combating discrimination, including those faced by persons with disabilities (Mbithi and Mutuku 2010).

1.1.1 Project Sustainability

Project sustainability is one of the most critical challenges for all grassroots, national and international development agencies. TANGO International (2008) noted that, while the trend with project implementation is showing significant improvement, the trend with sustainability is rather disappointing, as fewer projects are being sustained. This means that the expenditure incurred during implementation is not commensurate with the benefits accrued. One of the most common constraints on sustainability encountered is lack to conduct risk analysis prior to project design, and lack of concrete risk management strategies. Also inadequate consideration of contextual issues, such as a lack of infrastructure or financial services has led to the development of market-driven project designs which might not be sustainable.

In Africa and developing countries, significant proportion of projects may be inoperable or abandoned completely. According to Foxand (2004) in a study of sustainability of projects in rural areas of Limpopo Province in South Africa, projects can’t be implemented and sustained without active community participation; such projects will collapse. Also, a study by McKay & Sarakinsky (1995), noted that, lack of education and skills to run the projects is likely to affect the participants in projects negatively as they will make mistakes and blunders which may hamper the sustainability of the projects. According to Youth Challenge International Kenya, an international NGO concerned with youth, majority of Kenya’s population are youth aged 15 to 35 years and currently number about 60% of the population (YCIFK, 2005). This means that the youth is a significant group which cannot be ignored in community development agenda. Empowering youth through initiating and supporting income generating

projects to successful completion and sustainability globally is still a neglected concern in general, or an unfulfilled aspiration at best (World, Bank, 2005).

According to a report from the District Youth office (2011), 80 youth groups were registered and applied for the youth fund to start their income generating Projects in Kangema District in 2007 ranging from Kshs 50,000-250,000. Currently, 42 youth groups are active but with a lot of challenges to sustain themselves (DYO report 2011). The Government of Kenya target which is in line with Vision 2030 aims to make sure that youth unemployment problem is solved. The above ambition by the Government has triggered the need to explore the youth projects income generating projects and consequently their sustainability.

1.1.2 Income generating activities

Income generation takes many forms. Originally it was a term used only by economists to explain the intricacies of a nation's economy. However, it is now quite widely used to cover a range of productive activities by people in the community. Income generation simply means gaining or increasing income. There are three ways income can be generated. Firstly, income generation does not always mean the immediate getting of money, although in the end we use money to place a measurable value on the goods and services people produce. An example of income generation which does not lead to getting money would be a situation where a productive person produces enough food to feed him or her and the family. Skills have been used to meet immediate needs and thus savings have been achieved. A money value can be placed on the food produced and so the food can be seen as income. On the other hand, defining disability is complex and controversial and there is no universally agreed definition. However, William (2001) (cited in Grech, 2009) states that for measurement and policy purposes (e.g. state eligibility for welfare provision) definition is necessary.

1.1.3 Income generating activities and their sustainability in project management.

Income generating activities are crucial for promoting initiative, responsibility and self-sustenance. All these projects are geared towards sustainable future development. Even though the aim of the promotion of IGA is to increase income, this does not mean that these programmes do not have other dimensions beyond purely financial goals. This types of programmes can also lead directly or indirectly towards the following objectives: To increase the social well-being of the communities, to improve the socio-economic integration of displaced or refugee populations, to promote links of solidarity between community members especially towards the more vulnerable population, to promote equal opportunities between men and women by promoting the participation of women into IGA programme.

When we consider sustainability, we view it from a broad perspective, that is: financial sustainability, political sustainability, social sustainability and environmental sustainability. Financial sustainability refers to the long-term ability of projects to generate enough income to meet their operational and maintenance costs, in addition to a reasonable surplus for renewing broken and obsolete equipment (Kiogora, 2009; WWF, 2010). Financial sustainability is the greatest challenge for many of the projects which are to be funded or a finite period. It is especially problematic as many of these projects have no financial support from Government and do not have other sources of income (Clarke & Oswald, 2010). Generating sufficient income, while at the same time ensuring equal access for those who cannot afford to pay for services is cumbersome due to the fact that most of them are projects that target poor communities with expectations of raising their living standards (Kiogora, 2009). Income generating activities comprise of activities that are a means for gaining or increasing income. They have been sought as a means of livelihood not just in organizations but even so in community development areas. According to Bruce (1998), income generating activities serve as a cushion/support kitty for funds received such as constituency development funds (CDF) where there are restrictions that control the utilization

of these funds, for instance it is stipulated that constituency development funds money should be utilized only on purchasing component materials of the project and cannot be used to pay off debts of any kind, transport or labour charges.

The limits of a welfare-oriented response to this growing crisis are now well recognized. Alternatively, many development agencies are increasing their emphasis on assisting people with disabilities to secure income through their own efforts. Such approaches are often categorized as 'income-generating activities' and cover initiatives as diverse as small business promotion, cooperative undertakings, job creation schemes, sewing circles, credit and savings groups and youth training programmes. So how can 'income-generation' be defined? It is sometimes argued that education and health provision, legal and political changes, and global economics all affect the abilities of people to secure an income. From this stems the confusion in the use of the term 'income-generation'. For the purpose of this paper, 'income-generating activities' will be considered those initiatives that affect the economic aspects of people's lives.

1.2 Statement of the Problem

The performance of income generating projects among youth living with disability and their sustainability is a major challenge that is facing many projects in developing countries. This indicated that post-implementation management of projects is ineffective undermining their sustainability. With poor performance and lack of project sustainability, a lot of funding is wasted on projects effectively causing dismal impact on the lives of the targeted communities. Widely linked poor project performance and unsustainability of youth projects leads to increase in poverty and collapse of many income generating projects in Kenya. As countries look towards the post-2015 era to ensure poverty reduction and equitable development, it is essential to ensure that all youth have equal opportunities to become productive and contributing members of their society and enjoy all rights and privileges of citizenship, including youth with disabilities. Despite all the proper structure in place such as good

leadership, training, financial management and monitoring and evaluation it is quite worrying that youth with disabilities projects are still collapsing thereby not achieving their intended objectives. It is evident that project sustainability is still a major challenge in many developing countries as many of projects implemented at huge costs often tend to experience difficulties with sustainability. Thus this study sought to assess the influence of post-implementation management practises on sustainability of income generating projects among youth groups living with disability in Nakuru County.

1.3 Purpose of the Study

The purpose of the study was to assess the influence of post-implementation management practises on sustainability of income generating projects among youth groups living with disability in Nakuru County

1.4 Objectives of the Study

1.4.1 General Objective

To assess the influence of post-implementation management practises on sustainability of income generating projects among youth groups living with disability in Nakuru County

1.4.2 Specific Objectives

- i. To assess the effect of education and training on sustainability of income generating projects among youth groups living with disability in Nakuru County.
- ii. To evaluate how market accessibility affect the sustainability of income generating projects among youth groups living with disability in Nakuru County.
- iii. To find out the effect of monitoring and evaluation on sustainability of income generating projects among youths groups living with disability in Nakuru County.

1.5 Research Questions

The study was guided by the following research questions;

- i. What is the effect of education and training on sustainability of income generating projects among youth groups living with disability in Nakuru County?
- ii. How does market accessibility affect the sustainability of income generating projects among youth groups living with disability in Nakuru County?
- iii. What is the effect of monitoring and evaluation on sustainability of income generating projects among youth groups living with disability in Nakuru County?

1.6 Significance of the study.

The findings of this study will be important to current and future scholars who may need to research on the success and sustainable factors of projects for people with disabilities. This will help them lay a solid foundation of knowledge on performance of income generating projects and their sustainability and also identify areas of further research.

The study findings will enable the Government to set up a conducive environment in terms of Policy and regulation and also financial support to PWDs on income generating projects which promote poverty reduction.

The study involved people living with disabilities and gave them an insight on the roles they are expected to play and empower them to enhance sustainability of these projects for their long term socio-economic development and improvement of their welfare.

1.7 Assumption of the Study

The research project was based on the assumption that the respondents gave honest responses and that all respondents had at least attained some level of education and had at least been in the project for some time and were well acquainted with project activities to give reliable

information. It also assumed that the project management team were willing and supportive in giving required information. Finally the study assumed that there were no rigid project policies that would hinder project members from participating in the research. All the assumptions were held.

1.8 Scope of the Study

The study sought to assess the influence of post-implementation management practises on sustainability of income generating projects among youth's groups living with disability in Nakuru County. The study was limited to three variables namely: education and training, market accessibility and monitoring and evaluation. The study was confined to 3 groups of youths with disabilities. The target population of the study comprised of 83 youths members from 3 groups of youth living with disabilities in Nakuru town. The study also targeted 7 officials with administrative duties from PWD offices in Nakuru County Headquarters. The three youth groups formed 3 stratum while the officials from PWD office formed one strata. The study only engaged the respondents who gave consent but excluded those who didn't give consent.

1.9 Limitations of the Study.

First, the staff members from different PWD offices were hesitant to co-operate in giving information because they were not 100% sure that the information would only be used for academic purposes. Some thought that the researcher was gathering information to report to their bosses and this would cost them their job. Secondly, accessibility and traceability of required officers was a limiting factor. For PWDs who had the advantage of mobility, always moving around to look for their daily needs, it was also difficult to find them and create time for exhaustive responses. However the researcher assured the respondents that the study

would be very beneficial to their operations and the confidentiality of sensitive information would be ensured.

1.10 Organization of the Study.

Chapter one presents the background of the study, statement of the problem, purpose of the study, objectives and significance. It also presented the basic assumptions, limitations, and definition of significant terms.

Chapter two covered literature review based on the objectives of the study derived from both local and international studies on performance of income generating projects and their sustainability in Kenya. It also contained a summary of the literature review, the theoretical and conceptual frameworks.

Chapter three presents the research methodology to be used in the study. It presented the research design, target population, sample size and sampling techniques, data collection instruments, data collection procedure, validity and reliability of research instruments, data processing, analysis and presentation.

Chapter four presents the results and findings of the study. The chapter contains a descriptive analysis of the respondents' general data. The chapter also presents the results of inferential analysis.

Chapter five begins by summarizing the research. The chapter then makes a discussion of the findings and compares it with the literature. Finally, the chapter draws conclusions and recommendations based on the discussions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews and critically analyses available literature on income generating projects and their performance from the global, regional, and local perspectives. Literature on education and training, market accessibility, monitoring and evaluation which forms the core elements of IGA performances will be reviewed. Theoretical and a conceptual framework are also developed to show the relationship between the study variables.

2.2 Theoretical Framework

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of the critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory which attempts to explain the research problem under study (William, 2006).

2.2.1 System Theory

Bertalanffy (1962) defines systems theory as a working hypothesis, the main function of which is to provide a theoretical model for explaining, predicting and controlling phenomenon. Hartman (2010) also observes that all organizations consists of processing inputs and outputs with internal and external systems and subsystems which is helpful in providing a functional overview of any organization. Youth groups need a functional system to manage their projects well. Rousseau (2015), states that systems need to be controlled as failure in one system leads to failure in another. Youth groups need good governance systems in order to ensure there is transparency and accountability. This theory views an organization as a social system consisting of individuals who cooperate within a formal framework,

drawing resources, people and finances to produce products. Community participation in community based projects will ensure efficient and effective management of their projects and other resources for maxim outputs (Caws, 2015). While this theory addresses research question one (which seeks to unpack the effects of good or poor governance in the performance of the youth groups projects), the theory will explain the important role that governance plays as part of the overall system that makes up youth groups.

2.2.2 Modernization theory of development

Modernisation theory refers to a group of theories which emerged after the Second World War (Woolcock, 2009). These theories were influenced by the industrial revolution in Europe and North America as a result of the advancements of western countries in science and political organisation (Sirena, 2015). Modernisation theory is an evolutionary theory that is used to summarise and explain modern transformations of social life. It focuses on internal factors such as poverty and inadequate culture and perceives them as causes of lack of modernisation and therefore responsible for making poor countries remain undeveloped. The emergency of modernisation theories aimed at providing explanations why poorer countries failed to evolve into modern societies. This was based on the assumption that for a country to develop, it must first modernise, implying that it has to undergo an evolutionary advance in science and technology which would in turn lead to an increased standard of living (Youwei, 2015).

Communication during the modernisation paradigm was a process by which A sends a message to B upon whom it has an effect (Sewell, 2010). It was a very one-way, top-down process of message transmission from source to receiver. It was thought that people could be persuaded through information to change their attitudes, values and beliefs, mainly through popular or mass education through the media. Traditional values and culture were regarded as an impediment to development, and traditional communication media were not considered

suitable to convey development messages - it would therefore eventually be replaced by Western type mass communication systems (Youwei, 2015). Since development theories were rooted in Western civilisation, their communication approaches had major limitations (Woolcock, 2009). Development communication during this era was seen to take place between a developer (a facilitator or change agent) and a community, who were the recipients of a development project - therefore between a benefactor and a beneficiary, and mostly in a rural context. It could be said that most projects undertaken were for the people, rather than by the people (Sewell, 2010). Although the modernisation paradigm was ethnocentric and flawed in many respects, it was an honest attempt to provide some guidance on how development should take place. It also drew attention to the complexity of the process of development and communication (Sirera, 2015). The theory is relevant to the study since for the sustainability of income generating projects among youth groups living with disability all the relevant stakeholders should be actively involved.

2.2.3 Theory of Project Implementation

Project implementation theory is of view that project manager has to devote more time and energy on human, financial, and technical variables as the key to the realization of project implementation. It further argues that it is apparent that a number of determinants are capable of affecting project implementation if not handled with care (Heath & Bryant, 2010). These include among others: escalation of project cost due to inflation; difficulty in paying contractors due to bureaucracy in Government parastatals; contractors performing below standards and expectations; frequent changes in government; increase in the scope of the project; change in pre-contract consultants such as architects; ineffective project finance arrangement; reorganization of the parastatals; change in the original design. Project management is a specialized branch of management which has evolved in order to co-ordinate and controls some of the complex activities of modern industry.

The array of activities coming under the edge of project management methods and the way projects are managed has increased in the changing twenty first century business environment. Projects are open systems because they exist in an open environment and have to respond to the ever-changing dynamics of situations requiring it to become much more adaptive than ever. The theory is relevant to the study since for sustainability of projects among youth groups living with disability, all the factors affecting project implementation should be considered.

2.3 Empirical Literature

Project sustainability is the capacity of a project to continue to deliver its intended benefits over a long period of time (Bamber&Cheema, 1990). The USAID argue that a development program is sustainable when it is able to deliver an appropriate level of benefits for an extended period of time after major financial, managerial and technical assistance from an external donor is terminated (USAID, 2013). Furthermore, a project is considered sustainable if it continues to deliver a high level of benefits after the donor ends major financial, managerial, and technical support.

Sustainability is one of the most critical challenges for all grassroots, national and international development agencies. Sustainability has higher chances of occurring when during the project tenure, investment is focused on practices which influence behavioral changes among target population and when in response the potential beneficiaries positively perceive the utility of envisaged behavioral and attitudinal shift (Hoque, et; al. 1996

According to Admassu et.al, (2002) an important factor for the sustainability of projects is the genuine involvement of local people as active participants and equal partners whose concerns and experience are intrinsic to the project's success. The level of community support determines whether a project becomes established, how quickly and successfully it consolidates, and how it responds and adapts to meet changing needs (USAID, 2009).

Williams, (2003) observes that failure by communities and other stakeholders to take up ownership of projects have plunged community projects into immense financial huddles threatening the sustainability and hence threatening them to seize operations daily. It is therefore important that involving local communities, starts at the planning stage, when decisions are being made about what type of project is required.

Harvey & Reed (2014) argue that, the success and sustainability of any project or program largely depends on constant feedback about on-going project activities. Leaders should therefore be trained on monitoring and evaluation skills to enhance the effectiveness and sustainability of project

2.3.1 Education and Training on sustainability of IGAs

Studies by a number of organizations, Government bodies and scholars have shown that for sustainability of a project to be achieved, leadership is an integral part. GOK (2013) argues that for the project to be successfully implemented and sustained the leader and the people working in the project must be trained and the training offered should be of quality and must match the project requirements on all necessary tasks identified during planning phase and post implementation phase of the project. According to Landale (2006); and Madison, (2009), training is the process of acquiring knowledge and skills by target groups to enable them to acquire new set of values and attitudes towards the appreciation of their inherent but untapped potential and reinforce their self-confidence and sense of autonomy enhancing them to operate effectively and efficiently.

Hubbard & Bolles (2010) points out that in order to increase chances of successful and sustainability of the project, the leader and the team members need to be trained on the project risk assessment and management, fundraising and project evaluation and monitoring. By knowing what may have led to project failure, the team stands a better chance of forestalling the pitfalls by being more proactive in planning. To counteract the foregoing and ensure success, the following factors should be put into consideration; risk management, project

evaluation and sponsorship. In less developed countries, project managers of income generating projects lack financial capacity to train their managers and members in the essential skills needed for effective implementation and sustainability of the projects leading to the continued fail (Hubbard & Bolles, 2010). According to IFAD (2011), training plays a very important role in addressing confusion, confidence and commitment to issues found within income generating projects, which affect members and managers. It enhances timely response to emerging problems that hinder efficiency in projects implementation and sustainability.

Most projects in less developed countries are poorly implemented because the managers and the members do not appreciate the need for training on how to formulate, plan and implement income generating projects to successful completion (World Bank Group, 2013). For the training to yield the required commitment and awareness from participants, it must address specific needs of projects and that quality training increases commitment to project objectives and awareness of individual participant's and therefore all team members should receive detailed training on process and procedures relevant to their own work (OECD, 2011).

Attention to training and improving people's skills and managerial abilities can be very effective but requires a long-term perspective. At present, training is a fashionable answer to many development problems (Hurley, 1990). Effective partnership and community involvement require training and other resources. In reality, the major training needs of the project staff should frequently be oriented towards human development and this is a grounding principle of sustainability (Matakanye, 2000). Education and skills increase the ability to innovate and adopt new technologies in agriculture and enhance farmers' performance (Hartl, 2009).

Employee training courses and workshops are effective teaching methods (Armstrong & Sadler-Smith, 2008), and we would expect most organizations to use them to deliver technical information about sustainability to employees. To teach employees about sustainability,

Hartman, a global company that specializes in manufacturing moulded-fibre packaging based on recycled paper, developed a 5-stage STEP model. The model consists of six activity areas: networks, systematic management, proactive actions, lifecycle management, communications, and employee development. Employees learn about the model in an internal training program. The implementation of the model has led to continuous implementation of management systems across health and safety, social responsibility, and environmental management, and to closer cooperation with stakeholders. Training may focus on a variety of skills such as leadership, communication, small business management, bookkeeping and technical skills that relate to the project activities (Hurley, 1990). The study by Karanja's (2014) findings reveal the chairpersons of the youth income generating projects in Kangema District believed that prior training and frequent in service training in project management had a positive influence on the sustainability of the youth projects.

Possible labour force being trained and unemployed, empowered with income through project that is potential and which is equitable, sustainable, and accessible and people centred. Continuous educational training that enables them to participate in income-generating work increase their capacity to participate and ensure sustainability of the projects. For the training to yield the required commitment and awareness from participants, it must address specific needs of projects and that quality training increases commitment to project objectives and awareness of individual participant's and therefore all team members should receive detailed training on process and procedures relevant to their own work (OECD, 2011).

2.3.2 Market accessibility

There are several barriers for people with disabilities to enter the labour market. The challenges can range from their lack of education and training or a lack of financial resources which limit access to labour markets. Other reasons include the nature of the workplace or occupation and employer-perceptions of disabled people (Gilbert, 2010).

The market is also part of every person's daily life: The vulnerable population depends on formal and informal markets to sell products, offer labour, finance their activities, and of course, obtain basic goods, such as food. However, reality demonstrates that this population may face certain restrictions in access to markets, and may miss out on the opportunities that the market brings in terms of participation in economic activity and improvement of living conditions (Maureen , 2009).

Disabled people also face architectural and environmental challenges that limit access to community services and facilities and hinder equal participation. Most roads, buildings, houses and public utilities – including public transport – do not cater for special mobility needs. Little or no attempt is made to legislate to require accessibility provisions in public services. Persons with sensory disabilities are completely cut off from the information world when public services fail to provide information in accessible formats, such as Braille, sign language and easy-to-read texts (National Policy on equalisation of opportunities for persons with disabilities). Infrastructures accessibility is also very important for any business to thrive (Maureen , 2009).

For income generating projects to take off and be sustainable, the stakeholders must have information on available markets, current market trends, competition in the market. In many cases information on supply and demand is in-dispensable in order to participate in and interact with the market. Market trends normally show opportunities to grow business. Market trends are any significant changes to the market. If the market trends are identified early enough then it is easier to plan for changes, so the business can grow successfully. Knowing what market trends affect the market also allows one to take advantage of positive changes and guard against negative ones. The key with working with trend data is to know which ones are important and to keep an eye on them. That way there is no surprises and saves a business person from reacting when it is too late.

It also helps in keeping ahead of competitors, which is important when developing business growth strategies (Marketing for Business Success Pty Ltd 2014). People with disabilities will find it difficult to keep up with the market trends due to various reasons from: lack of education and training or a lack of financial resources which limit access to labour markets, lack of information accessibility, stigma and discrimination, exclusion from certain areas, a clear example is that of the financial market, as the lack of formal guarantees and adequate information hinder vulnerable people's access to financial capital. It is for this reasons that will create challenges for PWDs to know how the labour market is trending (Action against Hunger International, ACF Food Security and Livelihoods Sector Version n°1 September 2009).

Rural disconnect from markets: there are many disabled youth who are not aware about the training/job opportunities available for them especially in the rural areas where disability is more acute. They are also not exposed much to the outer world and are isolated in their own world. Technological changes especially new trends like online recruitment make it difficult for persons with disability to cope, many of whom have never worked with computers before (Employment of Persons with Disabilities in Public Sectors in India, Emerging Issues and Trends 1995). Disabled persons with requisite qualifications often also lack opportunities to use them due to a number of factors to penetrate into the labour market such as discriminatory employment practices, inaccessible start-up capital and negative attitudes in general. Exploitation is worse for people with intellectual disabilities and those with speech and hearing impairments. As a consequence, the latter may gain more from begging than as workers, a situation that may sometimes leads to new forms of exploitation (National Policy on Equalisation of Opportunities for Persons with Disabilities). There is also scarcity of appropriate markets, lack of markets that offer accessible goods and services adapted to the type and size of the economic activity developed. In order for the vulnerable population to cover their basic needs through IGA, the market must offer opportunities which

encourage them to expand their productive resources, enable them to have access to relevant services and produce competitive products.

2.3.3 Monitoring and Evaluation

According to Freeman (2015), over the past decade, aid organizations have faced increasing pressure to become more effective and result-oriented. Many have launched agenda for result orientation and results based management (RBM), more recently referred to as ‘managing for development results’. Gareiset *al.* (2009) advocates that within any program or project there is strong focus on results. This helps explain the growing interest in monitoring and evaluation as the success and sustainability of any project or program largely depends on constant feedback about on-going project activities.

Massie (2010) argues that, monitoring forms an integral part of all successful projects and without access to accurate and timely information, it is difficult if not impossible to manage an activity, project or program effectively. In LDCs, monitoring and evaluation of most projects is done largely by the project leaders but not by M&E experts (Transparency International, 2011).

If the project complexities are beyond the project leader, the project is bound to fail. According to UNDP (2012) “Monitoring enables management to identify and assess potential problems and success of a program or project. It provides the basis of corrective actions, both substantive and operational to improve the program or project design, the manner of implementation and quality of results. In addition it enables the reinforcement of initial positive results.” In fact it is a major aspect that cannot be overlooked because it determines the sustainability of any venture or project (Lawsuit, 2011).

Harvey & Reed (2011) argue that, the success and sustainability of any project or program largely depends on constant feedback about on-going project activities. Leaders should therefore be trained on monitoring and evaluation skills to enhance the effectiveness and

sustainability of project. According to Standish Group Project Chaos Report (2005), one of the reasons for project failure is lack of project monitoring and evaluation. Monitoring and evaluation of development activities provides program and project managers including Government officials and civil society the means of learning from past experience, improving service delivery, planning and allocating resources and demonstrating results as part of accountability to key stakeholders (Ministry of Tourism, 2012).

Sustainability indicators must be developed as a measuring tool, which will assist the community to monitor and evaluate their project progress, detect problems well in advance and take timely corrective measures. Facilitators of income-generating projects must be patient at all times and they must be willing to learn from community members and they should have an open mind. Checklists and evaluations are vital for both the facilitator and project members. Constant retraining of project members must occur in order to ensure continuity and sustainability (Niekerk, Kruger & Lamey, 2006). It was further found that through financial planning, project team members realized the importance of sound money management; and that resources should be effectively allocated. All the required information for the monitoring and evaluation activities of the project should be made accessible by all the stakeholders' effective evaluations.

The study by Karanja (2014), findings revealed that majority of the youth projects in Kangema were only evaluated twice a year and 23% had not been evaluated at all. Monitoring and evaluation is important in the sustainability of a project and therefore the frequency of monitoring and evaluation should be enhanced in all the project stages. This was also supported by views of (Patton, 1997) who argued that, monitoring forms an integral part of all successful projects and without access to accurate and timely information, it is difficult if not impossible to manage an activity, project or program effectively. Monitoring and evaluation of youth projects in Kangema was done largely by the project leaders however, only a small proportion of the groups reported being evaluated by M&E expert (Karanja, 2014). This

implied that, if the project complexities were beyond the project leader, the project is bound to fail.

2.4 Summary of Literature Review

Table 2. 1: Summary of Reviewed Literature

Author (S)	Focus of the Study	Key Findings	Research Gaps
Githinji (2013)	-Factors affecting sustainability of community based projects (A case study of Mutomo district of Kitui county)	The greatest factor affecting the sustainability of the community based projects lies with the controllers and implementers. This was followed by geographical factors and finally the community. The main controllers and implementers were identified as the donors, CBOs and NGOs.	-Githinji (2013) study examined the sustainability of community based projects in general while this study examines the sustainability of projects among youth group living with disabilities
Gitonga, (2015)	- Factors influencing project sustainability: A case of Saint Franciscan sisters programme in Otiende Sub county in Nairobi county	- Project management capacity influence project sustainability. This is indicated by positive correlation between respondents indicating having contributed resources to project, respondents indicating their direct responsibility in raising resources and rating of community leadership at $r=0.87$. -Community development structures factors such as experience and capacity to sustain project influences sustainability.	- Current study differs from Gitonga (2015) study in objectives scope as the study examined on factors affecting project sustainability such as (project management capacity, community development and community participation) on project sustainability
Ahmed &Omer (2015)	- Factors affecting project sustainability beyond donor's support. (Case of area development scheme (ads) in Umkadada locality, north Darfur state, western Sudan)	- The findings achieved revealed that there was a lack of progress in the implementation of some activities, such as that of the central and grass-root beneficiaries' organizations and the range and pasture. The findings were attributed to the lack of alternative national support that can cover the void left by the withdrawal of the external support, the discontinuous	Ahmed &Omer (2015) study was concerned with community based issues which affect project sustainability while this study examined on group based issues which affect project sustainability -

		of supervision for the central and grass-root beneficiaries' organizations, as well as the absence of effective professional executive management for the central beneficiaries' organization.	
Admassu et.al, (2002)	-To investigate factors affecting successful implementation of community based projects	- For the sustainability of projects genuine involvement of local people as active participants and equal partners whose concerns and experience are intrinsic to the project's success	-Admassu et.al, (2002) study focusd on the role of active participation this study does not focus on the role of community on project sustainability

Sources: Different Researchers

From the literature reviewed, it was evident that several factors affect income generating activities for people living with disability. For the income generating projects to be successful, the Government, the community and the PWDs themselves should participate in sustainability of the projects. Failure to wholly participate and manage risks in a project is a major constraint to project sustainability. Organizations concerned with these projects should put in place proper mechanisms in order to monitor and evaluate the project progress in order to come up with collective measures to arrest the situation in case deviations are detected. This should be done in all the stages of project cycle from the start to the end to ensure project sustainability for these groups of people and this in turn will enhance the economy as a whole.

Most of these projects fail to reach their maturity (sustainability) once rolled out due to their inability to keep proper records due to lack of training and are therefore unable to monitor all the activities carried out. This results to the collapse of the projects before maturity. However, none of these studies had taken an in-depth study of the factors that influences the performance of income generating projects and their sustainability. Aspects on education and training, entrepreneurial orientation, market accessibility, monitoring and evaluation and how they influence PWDs projects sustainability had not been considered. Also no substantive

study had been carried out at least in Nakuru County on what influences the post implementation management practises on sustainability of income generating activities on people living with disabilities. This study therefore will aim to bridge that gap.

Tot (2013) concluded that the level of funding amount, timeliness and duration of the financial support, had great and direct influence on projects activities or rather the implementation of activities. The researcher will pick other factors that may influence the implementation of projects and describes the level of influence.

According to Admassu et.al, (2002) an important factor for the sustainability of projects is the genuine involvement of local people as active participants and equal partners whose concerns and experience are intrinsic to the project's success. The study covered market accessibility, education and training, monitoring and evaluation as factors influencing the sustainability of income generating project, However the study did not address the influence of stakeholders participation as a factor affecting sustainability of income generating project.

2.5 Conceptual Framework

Serakan (2003) defines a conceptual framework as a logically developed network of interrelationships among variables deemed to be the integral part of the dynamics of the situation being investigated.

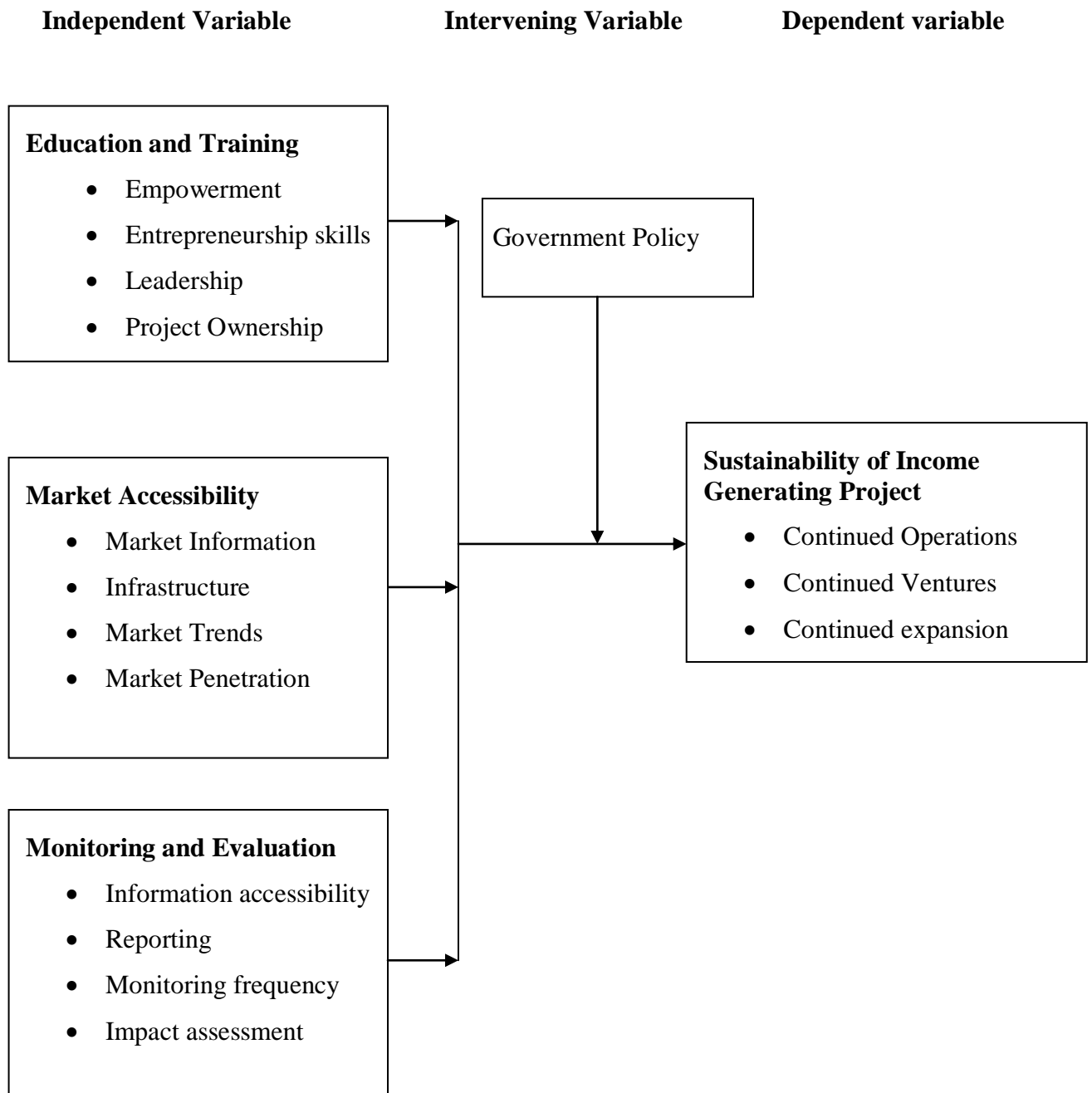


Figure 2.1: Conceptual framework on influence of post implementation management practises on sustainability of income generating projects.

The success and sustainability of any project or program largely depends on constant feedback about on-going project activities. In order to ensure the success of a project all the sustainability indicators must be developed as a measuring tool, this will assist project managers to monitor and evaluate their project progress, detect problems well in advance and take timely corrective measures. For income generating projects to take off and be sustainable, the stakeholders must have information on available markets, current market trends, competition in the market. In many cases information on supply and demand is indispensable in order to participate in and interact with the market .Constant retraining of project members must occur in order to ensure continuity and sustainability. Education and training plays a very important role in addressing confusion, confidence and commitment to issues found within income generating projects, which affect members and managers. It enhances timely response to emerging problems that hinder efficiency in projects sustainability. Government policy is a declaration of a government's political activities, plans and intentions relating to a concrete cause or, at the assumption of office, an entire legislative session. In certain countries they are announced by the head of government or a minister of the parliament. Government uses policy to tackle a wide range of issues. The role of government policies is very crucial on successful implementation of community based projects. Among youth living with disabilities the role of government is essential since the government is the main financier of such groups making government policies a key determinant to the sustainability of youth living with disabilities projects

CHAPTER THREE

RESEARCH METHODOLOGY.

3.1 Introduction

This chapter is the research methodology. Research methodology is a systematic, theoretical analysis of the methods applied to a field of study. It a process of collection of information for the purposes of making decisions in research. The chapter focuses on the research design, , target population, sampling design, data collection instruments, data collecting procedures and data analysis and presentation.

3.2 Research design.

The study used descriptive research design. This design involved gathering data that describe events and then organizes, tabulates, depicts, and describes the data. Descriptive studies portray the variables by answering who, what, and how questions. According to Mugenda and Mugenda (2003), descriptive design is a process of collecting data in order to answer the questions of the current status of the subject under study. Its advantage is that, it is used extensively to describe behaviour, attitude, characteristic and values. The reasons for using the descriptive research design in this study is because it gave the opportunity to use both quantitative and qualitative data, in order to find data and characteristics about the population or phenomenon that is being studied.

3.3 Target Population

The target population of the study comprised of group members from youth living with disabilities in Nakuru town. The study also targeted officials from PWD offices in Nakuru County Headquarters. According to PWD offices in Nakuru County there are 24 groups of PWD. The study used purposive sampling to select 3 groups which are made up of youths

only, therefore the study target population was 83 youth members from 3 groups of youth living with disabilities in Nakuru town. The study also targeted 7 officials with administrative duties from PWD offices in Nakuru County Headquarters. The table below shows a list of the 3 youth groups and the officials.

Table 3.1: List of Youth Groups

Youth Groups	Target Population
Uwezo self-help group	27
Muungano Self-Help group	31
Sisterhood blind women self-help group	25
Total	83

Table 3.2 Officials PWD offices in Nakuru County Headquarters

Department	Number of Officials
Branch Head	1
Accounts	1
Field Officers	3
Registering Officer	2
Total	7

3.4 Sampling procedures and sample size.

According to Greener (2008), for a population of less than 100 at least 30% sample size should be selected. Stratified random sampling was used to get the study sample by stratifying the target population into strata. The three youth groups formed 3 stratum while the officials from PWD office formed one strata. The sample size of this study was 54 respondents representing 60% of the study target population. The table below show the list of sample from each of the strata.

Table 3.3: Sample Size

	Target Population	Sample size
Uwezo self-help group	27	16
Muungano Self-Help group	31	19
Sisterhood blind women self-help group	25	15
Officials from PWD offices	7	4
Total	90	54

3.5 Data Collection instruments

The study used primary data. Primary data was collected using closed-ended questionnaires which were used to get information about sustainability of income generating activities by youth living with disabilities in Nakuru. Closed ended questions permitted free responses from the respondents, without providing or suggesting any structure for the replies.

The closed ended questions enabled the researcher to analyse data easily using the stated alternatives. These alternatives were designed in such a way to make it simple for the respondents. Questionnaires were chosen because they helped the researcher to collect a large amount of information in a large area within a short period of time (Orodho, 2003). The questionnaires were self-administered. The questionnaires enabled the researcher to get first-hand information regarding the study.

3.6 Data Collection Procedure

The researcher visited the 3 groups of youth living with disabilities in Nakuru town and collected data by administering the questionnaires. Communication to the respondents was done in English and Kiswahili where applicable. In some cases where the researcher encountered deaf disabilities, communication was done through the researcher writing down the questions and the deaf responded by writing it down and in other cases the researcher had a sign language translator and this made communication easy. However, where respondents were willing, the completed questionnaires were picked immediately.

3.6.1 Validity of the Instruments

Validity as noted by Greener (2008) is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study. Content validity was used in this study. This is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of a particular concept. To establish the validity of the research instrument the researcher sought opinions of experts in the field of study especially the supervisor. This helped to improve the content validity of the data that was collected. It facilitated the necessary revision and modification of the research instrument thereby enhancing validity (Cooper & Schindler, 2006).

3.6.2 Reliability of Instrument

Reliability is the consistency of measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subject. To test the reliability of the research instrument, the questionnaires were randomly administered to a pilot group of 7 respondents (10% of the sample population). The same respondents were not used again in the consequent study. The questionnaire's reliability was statistically measured by measuring the internal consistency. In turn, internal consistency was measured by use of Cronbach's Alpha. The alpha value ranges between 0 and 1 with reliability increasing consistently with increase in value (Kothari, 2004). Coefficient of 0.6-0.7 is a normally accepted rule of thumb that designates acceptable reliability and 0.8 or higher indicated good reliability was deemed reliable (Mugenda&Mugenda, 2003).

3.7 Ethical Considerations

The researcher submitted a written request to PWD office Nakuru County for permission to study different self-help groups whereby the researcher opted to study Uwezo self-help group, sisterhood blind women group and Muungano self-help group which were replied in writing (permission letter). The consent was sought from all the participants (project staff and

beneficiaries) before any data was collected from them and the purpose of the study was explained comprehensively to them. Their confidentiality was assured. None of their name or identity was captured on the questionnaires.

3.8 Data Analysis.

Data collected in this study was both qualitative and quantitative in nature. Qualitative data was analysed by use of content analysis presented in a prose form. On the other hand, Quantitative data was analysed by use of Statistical Package for Social Sciences (SPSS) version 21. In addition, descriptive and inferential statistics was used in this study. Descriptive statistics such as percentages, frequencies, measures of central tendencies (mean) and measures of dispersion (standard deviation and co-efficient of variation) was used to describe the characteristics of the target population.

Data was then presented in graphs and tables. Further, a multiple regression analysis was used to establish the relationship between the dependent and the independent variables. According to Orodho (2007), regression analysis is a statistical process for estimating the relationships among variables. It includes many techniques for modelling and analysing several variables when the focus is on the relationship between a dependent variable and one or more independent variables. The study used a 95% confidence level. A 95% confidence interval indicates a significance level of 0.05. This implies that for an independent variable to have a significant consequence on the dependent variable, the p-value ought to be below the significance level (0.05).

The regression equation was;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Whereby Y =Sustainability of income generating projects

X1 = Education and training

X2 = Monitoring and evaluation

X3 = Market accessibility

ε = Error Term

B₀ = Constant Term

B₁, B₂, B₃ B₄ = Beta Co-efficient

$$Y = 6.767 + 0.454X_1 + 0.213X_2 + 0.385X_3$$

From the findings, there is a positive significant relationship between education and training and sustainability of income generating projects among youth groups living with disability in Nakuru County as shown by a regression coefficient of 0.454. The results also indicate that there is a positive relationship between monitoring and evaluation and sustainability of income generating projects among youth groups living with disability in Nakuru County as shown by a regression coefficient of 0.213. Lastly, the results show that there is a positive significant relationship between market accessibility and sustainability of income generating projects among youth groups living with disability in Nakuru County as shown by a regression coefficient of 0.385.

CHAPTER FOUR

4.0 DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

The chapter focuses on data analysis, results presentation and discussion of the findings. The general objective of the study was to assess the influence of post-implementation management practices on sustainability of income generating projects among youth groups living with disability in Nakuru County. The research also sought to establish the effects of education and training, evaluate market accessibility and to find out the effect of monitoring and evaluation on sustainability of income generating projects among youth groups living with disability in Nakuru County. The research findings were presented in form of tables, graphs and charts.

4.1.1 Response Rate

The sample size of the study was 54 respondents, who were youth members from 3 groups of youths living with disabilities in Nakuru town and officials with administrative duties from PWD offices in Nakuru County Headquarters. The questionnaires were distributed to all the anticipated respondents of the study, out of which 49 responses were acquired. This represented a 91% response rate. From the 49 respondents, 46 were from groups of youth living with disabilities while 3 were employees working in the department of people living with disabilities in Nakuru town. According to Babbie (2002) any response of 50% and above is adequate for analysis.

Table 4.1: Response Rate

Target No. of respondents	No. of Questionnaires Returned	Response Rate (%)
54	49	91

4.2 General Information

The general information of this study comprised of the age, gender, education level and duration of service.

4.2.1 Gender Distribution

The respondents were requested to indicate their gender. The results are as shown in table 4.2.

Table 4.2: Gender Distribution

	Male		Female		Percentage	Frequency
Group members	18	(39)	28	(61)	100	46
Officials	1	(33)	2	(67)	100	3
Total	19		27		100	49

From the findings 39% of the respondents were male group members while 61% were female group members, 33% of officials were male while 67% were female. This implies that majority of the respondents were female.

4.2.2 Duration of service

The researcher sought to determine the duration the respondents had been members of groups living with disabilities. The results were as shown in figure 4.1.

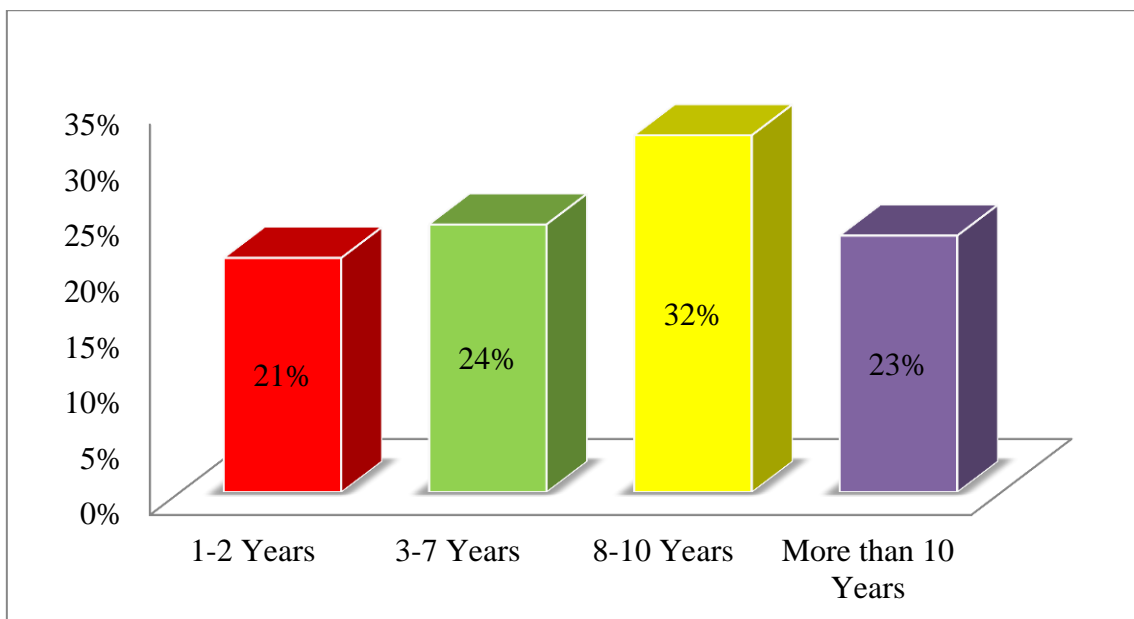


Figure 4.1: Duration of membership

From the findings 21% of the respondents stated that they have been members for 1-2 years, 24% stated for 3-7 years, 32% stated for 8-10 years while 23% stated they had been members for more than 10 years. This implies that majority of the respondents had been members for 8-10 years

4.2.3 Age Bracket

The researcher sought to determine the age of group members living with disabilities. The results are as shown in figure 4.2

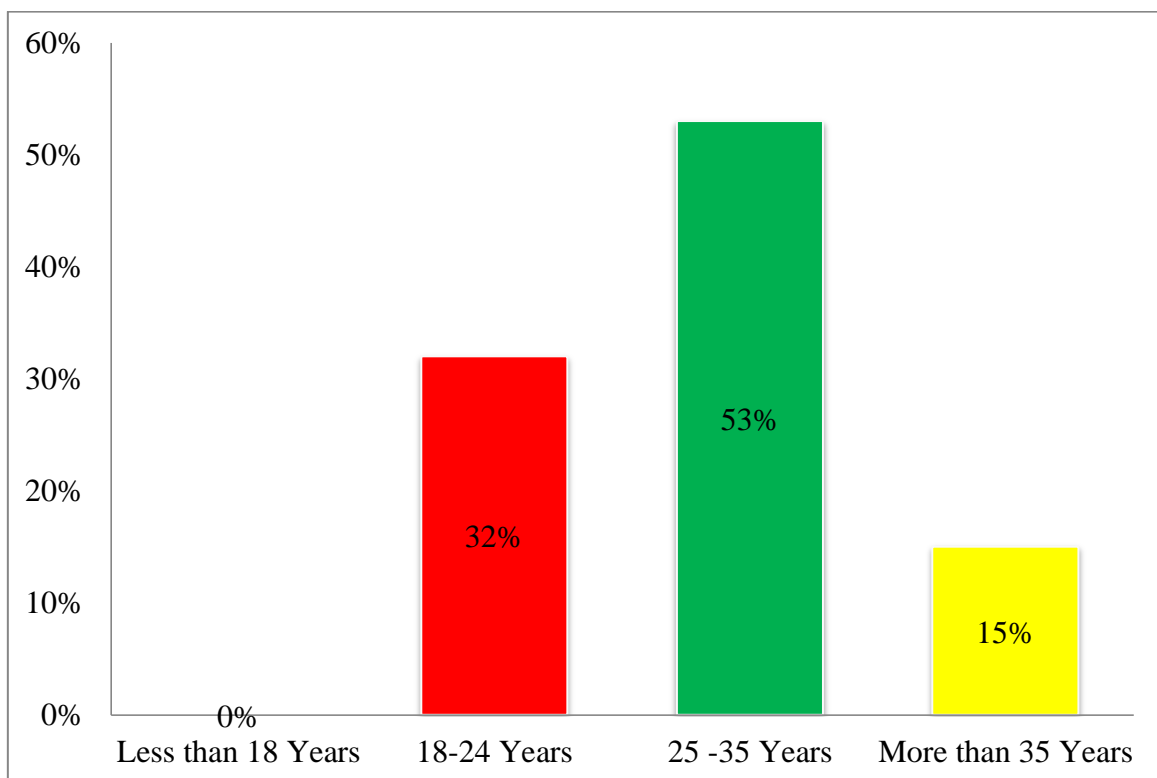


Figure 4.2: Age Bracket

According to the findings, none of the respondents was below 18 years, 32% were 18-24 years of age, 53% were 25-35 years of age, while 15% of the respondents were more than 35 years of age. This implies that majority of the respondents were aged between 25-35 years.

4.2.4 Respondents' highest level of education

The researcher sought to determine the highest level of education youths living with disability had attained. The result of the study are as shown in figures 4.3

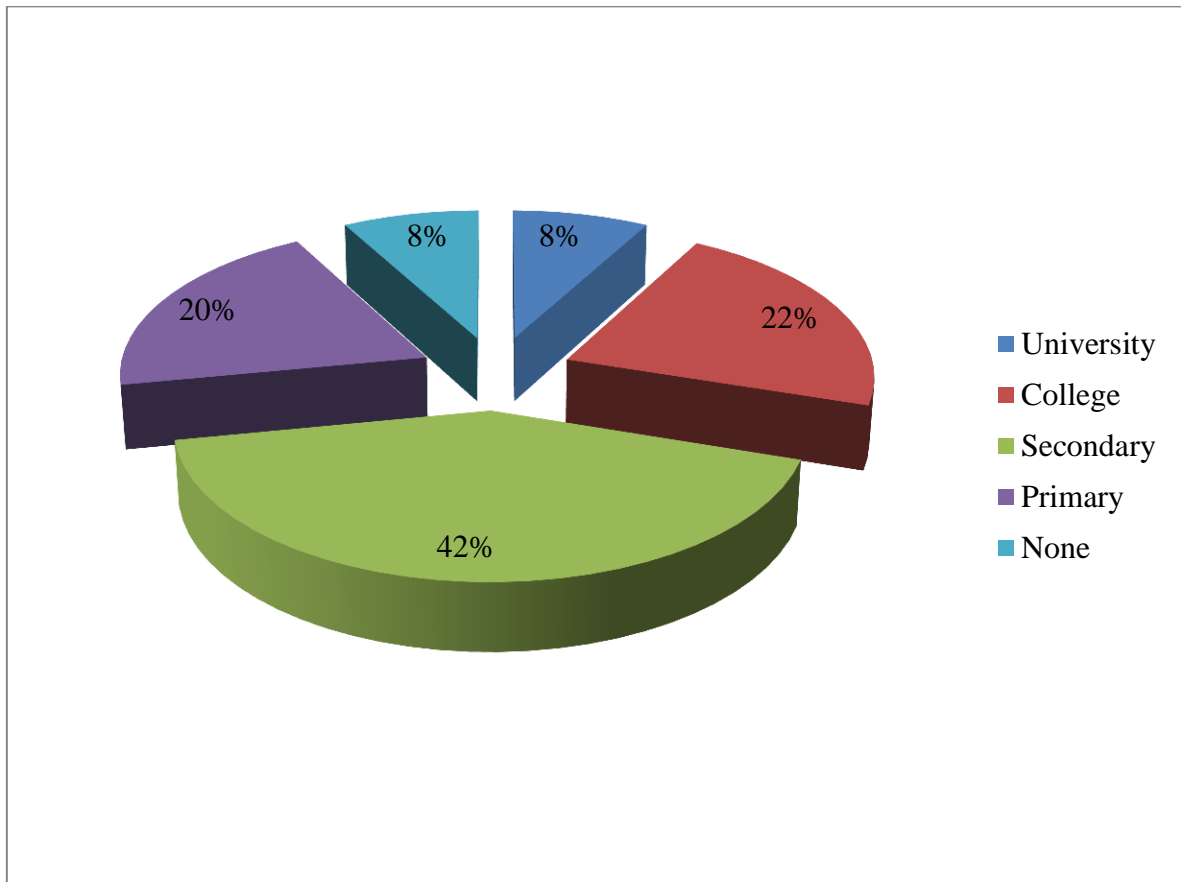


Figure 4.3: Respondents' Highest level of education

The respondents were also asked to indicate their highest level of education. According to the findings, 42% had secondary school education, 22% had college education, 20% had primary education, 8% had university education while 8% had no education at all. These findings clearly show that most of the respondents in this study had attained secondary education as their highest level of education.

4.2.5 Duration as a group member

The respondents were requested to indicate number of years they had been group members.

The results were as shown in figure 4.4

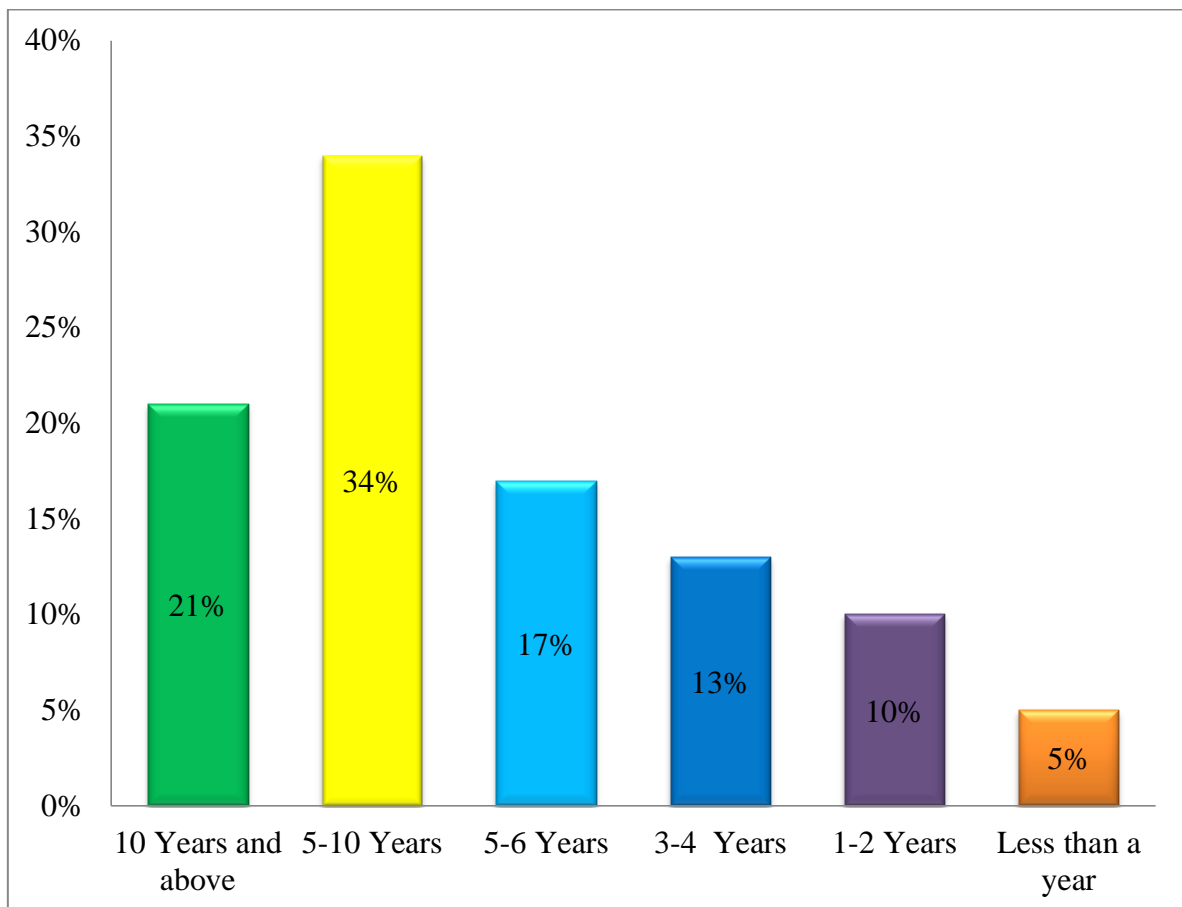


Figure 4.4: Duration as a group member

From the findings, 21% of the respondents stated they had been group members for more 10 years, 34% of the respondents stated for 5-10 years, 17% stated for 5-6 years, 13% stated for 3-4 years, 10% stated for 1-2 years while 5% stated for less than a year. This shows that majority of respondents had been group members for 5-10 years.

4.3 Education and training

The study sought to establish the effects of education and training on sustainability of income generating projects among youth's groups living with disability in Nakuru County.

4.3.1 Role of education and training on the success of income generating projects

The researcher sought to establish the role of education and training on the success of income generating projects from youth member's perspective. The result of the findings is shown in figure 4.5

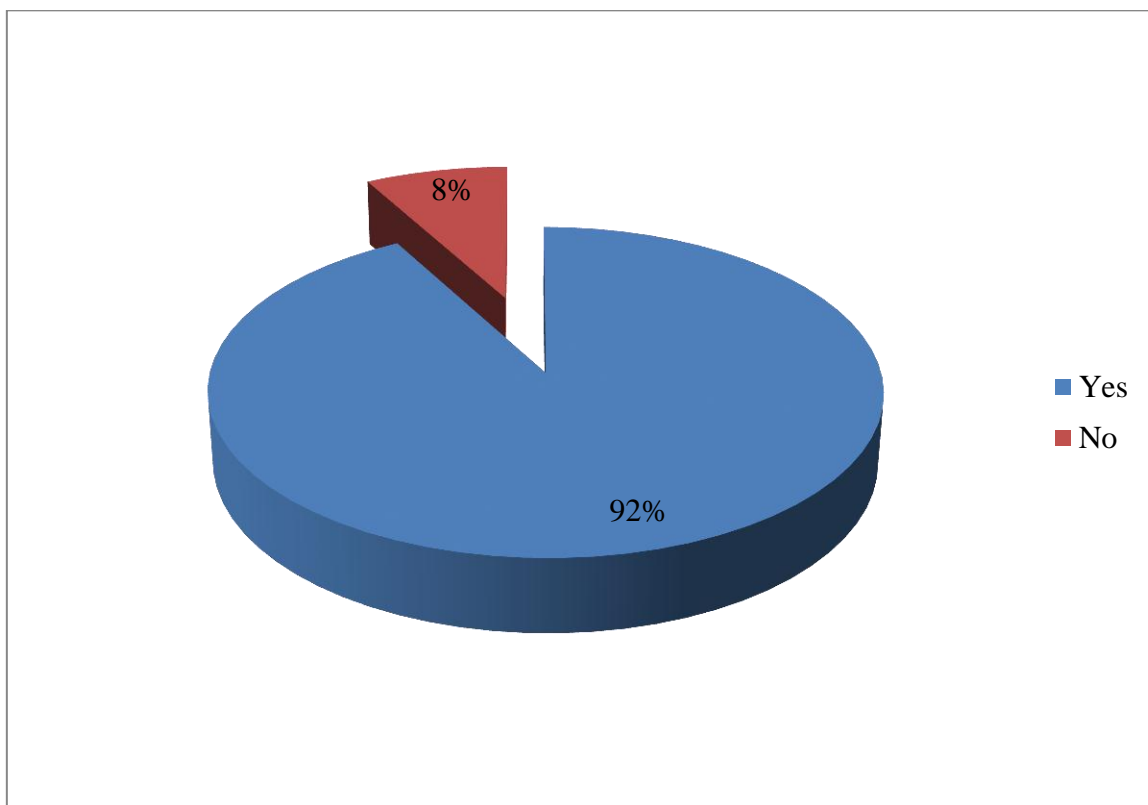


Figure 4.5: Role of education and training on the success of income generating projects

From the findings 92% of the respondents stated that education and training plays an important role on the success of income generating projects, while 8% of the respondents disagreed. This implies that education and training is an important component to the success of income generating projects. The study agrees with IFAD (2011) argument that training plays a very important role in addressing confusion, confidence and commitment to issues found within income generating projects, which affect members and managers.

4.3.2 Aspects of training on the sustainability of projects from member's perspective.

-The respondents were asked to indicate their level of agreement on the effect of education and training on the sustainability of projects. The results were as shown in table 4.2

Table 4.3: Aspects of training on the sustainability of projects from member's perspective.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean
Training is extensive enough to cover key aspect of project	24	18	0	4	0	4.348
Training focuses on empowering employees	31	11	2	4	0	4.630
Only competent staff works in this project	23	21	0	2	0	4.413
Education is needed for the success of these projects	24	17	0	5	0	4.304

According to the findings, the respondents strongly agreed that training is extensive enough to cover key aspect of project with a mean of 4.348. They also strongly agreed with a mean of 4.630 that training focuses on empowering employees. They further indicated with a mean of 4.413 that only competent staff works in this project. In addition, the respondents indicated with a mean of 4.304 that education is needed for the success of these projects. The findings agree with Hubbard & Bolles (2010) who points out that in order to increase chances of successful and sustainability of the project, the leader and the team members need to be trained on the project risk assessment and management, fundraising and project evaluation and monitoring.

4.3.3 Accessibility to markets for people living with disabilities from member's perspective.

The researcher sought to establish whether there is market accessibility among people living with disabilities. The result of the findings is shown in figure 4.6

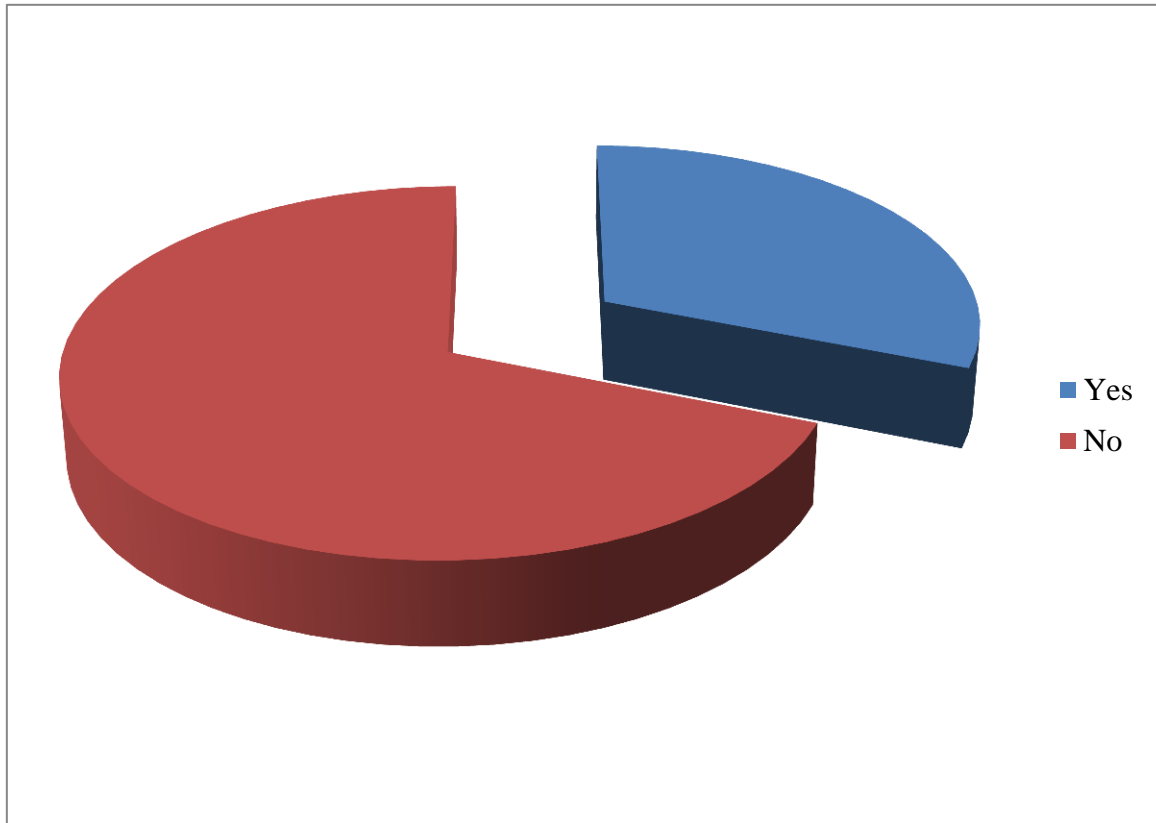


Figure 4.6: Accessibility to markets for people living with disabilities from member's perspective.

From the findings 69 % of the respondents stated that people with disabilities lack the access to market, while 31% of the respondents stated people with disabilities have access to market.

This implies that majority of people living with disabilities have no access to market.

4.3.4 Effect of marketing on sustainability of projects from member’s perspective.

The study assessed the views of the respondents concerning the effect of various marketing factors on sustainability of projects. The pertinent findings are illustrated in Table 4.3

Table 4.4: Effect of marketing on sustainability of projects from member’s perspective.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean
Market Information can be easily accessed.	12	10	4	18	2	3.261
Infrastructure is available for different markets.	8	14	6	16	2	3.217
It is easy to know market trends for different markets.	6	13	5	20	2	3.022
Market penetration is easy into different markets.	5	6	7	22	6	2.609

According to the findings, the respondents disagreed with a mean of 3.261 that market Information can be easily accessed. The respondents disagreed with a mean of 3.217 that infrastructure is available for different markets. Also, they disagreed with a mean of 3.022 that it is easy to know market trends for different markets. Further they disagreed with a mean of 2.609 that market penetration is easy into different markets. This is in line with Maureen , (2009) who stated that, due to their status people living with disabilities are faced with restrictions in access to markets, and sometimes miss out on the opportunities that the market brings in terms of participation in economic activity and improvement of living conditions this curtail their progress.

4.3.5 Monitoring and evaluation

The researcher sought to establish whether projects are doing enough in relation to monitoring and evaluation. The result of the findings is shown in figure 4.7

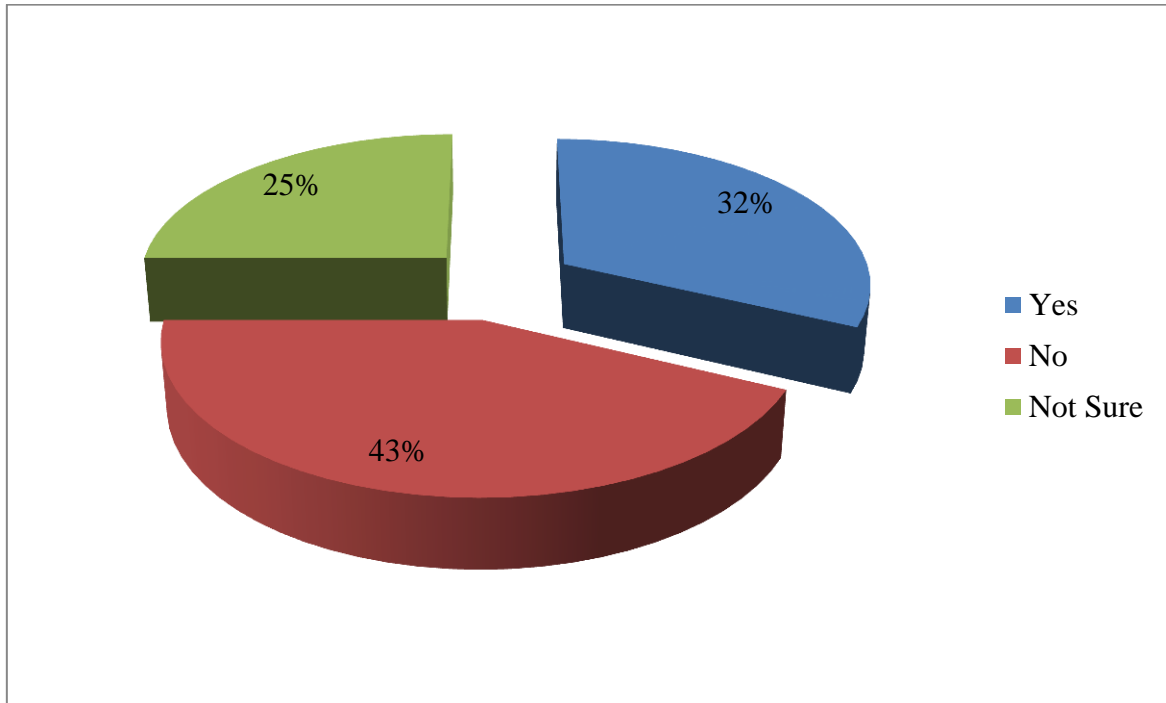


Figure 4.7: Monitoring and evaluation

From the findings 43% of the respondents agreed that the project are not doing enough in relation to monitoring and evaluation, 32% of the respondents agreed that the project are doing enough in relation to monitoring and evaluation while 25% of the respondents were not sure. This implies that projects are not doing enough in relation to monitoring and evaluation.

4.3.6 Monitoring and Evaluation on project sustainability

The opinions of the respondents in relation to monitoring and evaluation on project sustainability are outlined in Table 4.4

Table 4.5: Monitoring and Evaluation on project sustainability

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean
Monitoring and evaluation is frequently done in the project.	18	12	6	10	0	3.827
Monitoring and evaluation reports are available	12	8	5	21	0	3.239
Key information about the project is easily accessible.	23	7	4	12	0	3.891

According to the findings, the respondents strongly agreed with a mean of 3.827 monitoring and evaluation is frequently done in the project. They also disagreed with a mean of 3.239 that monitoring and evaluation reports are available. They further indicated with a mean of 3.891 that key information about the project is easily accessible. The study agree with Massie (2010) who argues that, monitoring forms an integral part of all successful projects and without access to accurate and timely information, it is difficult if not impossible to manage an activity, project or program effectively. According to UNDP (2012) “Monitoring enables management to identify and assess potential problems and success of a program or project.

4.3.7 Effect of education and training on sustainability of income generating activities

The researcher sought to establish whether education and training on sustainability of income generating activities. The result of the findings is shown in figure 4.8

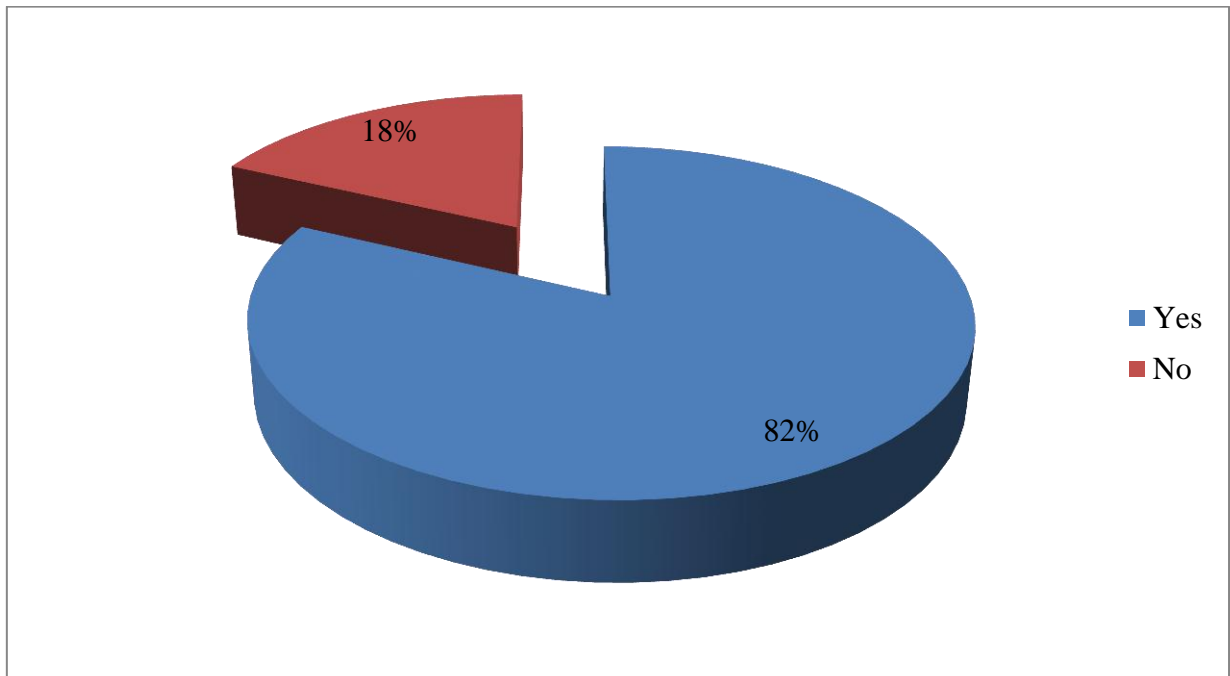


Figure 4.8: Effect of education and training on sustainability of income generating activities

From the findings 82% of the respondents stated that education and training has an effect on sustainability of income generating activities while 18% disagreed that education and training has no effect on sustainability of income generating activities. This implies that education and training has an effect on sustainability of income generating activities. The study is line with Hubbard & Bolles (2010) points out that in order to increase chances of successful and sustainability of the project, the leader and the team members need to be trained on the project risk assessment and management, fundraising and project evaluation and monitoring

4.3.8 Education and training on the sustainability of income generating activities from employees' perspective

The researcher further sought to determine the effect of education and training on the sustainability of income generating activities. Table 4.6 illustrates the findings.

Table 4.6: Education and training on the sustainability of income generating activities from employee's perspective

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean
For income generating activities to perform well, one must have a good education.	2	1	0	0	0	4.667
For income generating activities to perform well, good training on business is required.	1	2	0	0	0	4.333
Education and training goes hand in hand for a successful performance on income generating activities	1	2	0	0	0	4.333

According to the findings, the respondents indicated with a mean of 4.667 that for income generating activities to perform well, one must have a good education. They also indicated with a mean of 4.333 that for income generating activities to perform well, good training on business is required. They further indicated with a mean of 4.333 that education and training goes hand in hand for a successful performance on income generating activities. The study is in line with World Bank Group, (2013) that for the training to yield the required commitment and awareness from participants, it must address specific needs of projects and that quality

training increases commitment to project objectives and awareness of individual participant's and therefore all team members should receive detailed training on process and procedures relevant to their own work. The study by Karanja's (2014) reveal that prior training and frequent in service training in project management have a positive influence on the sustainability of youth projects.

4.3.9 Market accessibility on project sustainability from employee's perspective

The opinions of the respondents in relation to market accessibility on project sustainability are outlined in Table 4.7

Table 4.7: Market accessibility on project sustainability from employee's perspective

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean
For income generating activities to perform well, accessibility to markets is needed.	2	1	0	0	0	4.667
For income generating activities to perform well, availability of markets to PWDs is required.	1	1	1	0	0	4.000
Market accessibility should be created for PWDs to perform their projects.	2	1	0	0	0	4.667

According to the findings, the respondents strongly agreed with a mean of 4.667 that for income generating activities to perform well, accessibility to markets is needed. They also agreed with a mean of 4.000 that for income generating activities to perform well, availability of markets to PWDs is required. They further indicated with a mean of 4.667 that market accessibility should be created for PWDs to perform their projects. In addition with a mean of 4.333 the respondents agreed that for income generating activities to perform well,

accessibility to markets is needed. According to Marketing for Business Success Pty Ltd (2014), people with disabilities will find it difficult to keep up with the market trends due to various reasons from: lack of education and training or a lack of financial resources which limit access to labor markets, lack of information accessibility, stigma and discrimination. The study agrees with (Maureen, 2009) who stated that for income generating projects to take off and be sustainable, the stakeholders must have information on available markets, current market trends and competition in the market.

4.3.10 Monitoring and Evaluation on project sustainability from employee’s perspective

The opinions of the employee in relation to monitoring and evaluation on the sustainability of projects are outlined in Table 4.8

Table 4.8: Monitoring and Evaluation on project sustainability from employees perspective

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean
Monitoring and evaluation is frequently done in your project.	1	2	0	0	0	4.333
Monitoring and evaluation reports are always reported.	3	0	0	0	0	5.000
Key information about the project is easily accessible.	2	1	0	0	0	4.667
Biodiversity impact assessment of the project is keenly observed	1	2	0	0	0	4.333

According to the findings, the respondents agreed with a mean of 4.333 that monitoring and evaluation is frequently done in the project.. They also strongly agreed with a mean of 5.000 that monitoring and evaluation reports are always reported. They further indicated with a

mean of 4.667 that key information about the project is easily accessible. Finally majority of the respondents with a mean of 4.333 agreed that biodiversity impact assessment of the project is keenly observed. The study agrees with UNDP (2012) “Monitoring enables management to identify and assess potential problems and success of a program or project. The study is in line with Massie (2010) who argued out that, monitoring forms an integral part of all successful projects and without access to accurate and timely information, it is difficult if not impossible to manage an activity, project or program effectively.

4.4 Inferential Findings

Using correlation analysis, the study established the relationship between sustainability of income generating projects, education and training, market accessibility, monitoring and evaluation.

4.4.1 Education and training on sustainability of income generating projects

The relationship between education and training on sustainability of income generating projects among youth groups living with disability in Nakuru County was determined. Table 4.9 shows the results of correlation analysis.

Table 4.9: Education and training on sustainability of income generating projects

		Sustainability of Income Generating Projects
Education and training	Pearson Correlation	.112**
	Sig. (2-tailed)	.021
	N	50

** . Correlation is significant at the 0.021 level (2-tailed).

According to the findings, there is a positive association between education and training on sustainability of income generating projects among youth groups living with disability in Nakuru County as shown by a correlation coefficient of 0.112 and a p-value of 0.021. The p-value is less than 0.05 and hence the association was significant.

4.4.2 Market accessibility on sustainability of income generating projects

The study determined the effect of market accessibility on the sustainability of income generating projects among youth groups living with disability in Nakuru County. The relationship between the two study variables was ascertained. Table 4.10 displays the results.

Table 4.10: Market accessibility on sustainability of income generating projects

		Sustainability Of Income Generating Projects
Market accessibility	Pearson Correlation	.462**
	Sig. (2-tailed)	.001
	N	50

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

The findings indicated that there is significant association between market accessibility and the sustainability of income generating projects among youth groups living with disability in Nakuru County as shown by a correlation coefficient of 0.462 and a p-value of 0.001.

4.4.3 Monitoring and Evaluation on Sustainability of Income Generating Projects

The study further evaluated how monitoring and evaluation affect the sustainability of income generating projects among youth groups living with disability in Nakuru County. The outcome of the analysis is shown in Table 4.11.

Table 4.11: Monitoring and Evaluation on Sustainability of Income Generating Projects

		Sustainability of Income Generating Projects
Monitoring and Evaluation	Pearson Correlation	.303**
	Sig. (2-tailed)	.007
	N	50

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

The study established that there is a positive significant association between monitoring and evaluation on sustainability of income generating projects among youth groups living with disability in Nakuru County. This is shown by a correlation coefficient of 0.303 and a p-value of 0.007.

4.4.5 Regression Analysis for Overall Model

The study evaluated how the post-implementation management practices under study (education and training, market accessibility, monitoring and evaluation) influenced sustainability of income generating projects among youth groups living with disability in Nakuru County. Using multiple regression analysis and Analysis of Variance (ANOVA), the combined effect of education and training, market accessibility, monitoring and evaluation on sustainability of income generating projects was established.

Table 4.12: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	0.7563	0.57199	0.52761	2.56741

The R-Squared is the proportion of variance in the dependent variable which can be explained by the independent variables. The R-squared in this study was 0.572, which shows that the three independent variables (education and training, market accessibility, monitoring and

evaluation) can explain 57.2% of sustainability of income generating projects while other factors explain 42.8%

Table 4.13: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.7930	4	5.9483	67.1956	0.000
	Residual	14.4290	163	0.0885		
	Total	38.2220	167			

The analysis of variance in this study was used to determine whether the model is a good fit for the data. From the findings, the p-value was 0.000 which is less than 0.05 and hence the model is good in predicting how the three independent variables (education and training, market accessibility, monitoring and evaluation) influence sustainability of income generating projects among youth groups living with disability in Nakuru County. Further, the F-calculated (67.1956) was more than the P(0.05) which shows that the model was fit in predicting the influence of the independent variables on the dependent variable.

Table 4.14: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.797	2.024		3.358	0.000
Education And Training	0.454	0.091	0.345	4.989	0.000
Monitoring and Evaluation	0.213	0.085	0.198	2.506	0.021
Market Accessibility	0.385	0.120	0.235	3.208	0.000

Table 4.14 shows the overall significant test results for the hypothesized research model. The interpretations of the findings indicated follow the following regression model.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Therefore,

$$Y = 6.767 + 0.454X_1 + 0.213X_2 + 0.385X_3$$

From the findings, there is a positive significant relationship between education and training and sustainability of income generating projects among youth groups living with disability in Nakuru County as shown by a regression coefficient of 0.454. The p-value (0.000) was less than the significance level (0.05), hence the relationship was significant. The results also indicate that there is a positive relationship between monitoring and evaluation and sustainability of income generating projects among youth groups living with disability in Nakuru County as shown by a regression coefficient of 0.213. The relationship was found to be significant as the p-value (0.021) was less than the significance level (0.05). Lastly, the results show that there is a positive significant relationship between market accessibility and sustainability of income generating projects among youth groups living with disability in Nakuru County as shown by a regression coefficient of 0.385. This relationship was significant as the p-value (0.000) was less than that of the significance level (0.05).

Out of the three factors investigated, education and training and market accessibility were the most important since to generate one unit of financial performance, 0.454 units of education and training and 0.385 units of market accessibility must be increased. Therefore youth groups living with disability in Nakuru County ought to focus more on education and market accessibility.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a detailed summary of the major findings of the actual study; it then draws conclusions and discusses implications emanating from these findings. Finally, it makes some recommendations and suggestions on areas of further study. The main aim of this study was to analyze influence of post-implementation practices on sustainability of income generating projects among youth's groups living with disability in Nakuru County.

5.2 Summary of Major Findings

5.2.1 Education and training on sustainability of income generating projects

The findings on the effect of education and training on sustainability of income generating projects revealed that training is extensive enough to cover key aspect of project, training focuses on empowering employees. In addition, the respondents indicated that education is needed for the success of projects.

5.2.2 Market accessibility on the sustainability of income generating projects

Regarding the effect of market accessibility on the sustainability of income generating projects, it emerged from the results that youth with disabilities have a hard time in accessing market information. They also don't have available infrastructure for different markets. They also experience difficulty in knowing market trends for different markets therefore making market penetration hard into different markets.

5.2.3 Monitoring and evaluation on sustainability of income generating projects

The results on monitoring and evaluation on sustainability of income generating projects revealed that monitoring and evaluation is frequently done in projects. The study further revealed that monitoring and evaluation reports are not always reported during project implementation. Key information about the project is easily accessible.

5.3 Conclusions

From the findings the researcher concluded that education and training significantly affect the sustainability of income generating projects among youth groups living with disability. Education and training goes hand in hand for a successful performance on income generating activities. Hubbard & Bolles (2010) points out that in order to increase chances of successful and sustainability of the project, the leader and the team members need to be trained on the project risk assessment and management, fundraising and project evaluation and monitoring.

In relation to the second objective the researcher concluded that market accessibility among youth groups living with disability is very low. For income generating activities to perform well, accessibility to markets is needed. Market accessibility should be created for PWDs to perform their projects.

On the third objective, it can be concluded that monitoring and evaluation is rarely done during the implementation of income generating activities among youth groups living with disability. Monitoring and evaluation reports are also rarely reported. Key information about the project is not easily accessible. All this can be attributed to unsuccessful implementation of income generating activities among youth groups living with disability.

5.4 Recommendations

In the light of the foregoing findings, the study recommends that;

Education and training plays a very important role in addressing confusion, confidence and commitment to issues found within income generating projects, which affect members and managers. For education and training to yield the required commitment and awareness from participants, it must address specific needs of projects. Quality training increases commitment to project objectives and awareness of individual participant's and therefore all team members should receive detailed training on process and procedures relevant to their own work.

For income generating projects to take off and be sustainable market accessibility is vital, therefore stakeholders must have information on available markets, current market trends, competition in the market. Knowing what market trends affect the market and also allows one to take advantage of positive changes and guard against negative ones.

The success and sustainability of any project or program largely depends on constant feedback about on-going project activities. Project managers should therefore be trained on monitoring and evaluation skills to enhance the effectiveness and sustainability of project. All the required information for the monitoring and evaluation activities of the project should be made accessible by all the stakeholders.

5.5 Suggestion for Further Studies

More studies should be done on; factors affecting implementation of youth empowerment projects in Kenya, Further studies should also be conducted on challenges facing implementation of the preferential public procurement policy among persons with disabilities in Nakuru town.

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APPENDICES

Appendix A: Letter of Introduction

Sharon Teresa Anyango

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Dear participant,

My name is Sharon Teresa Anyango and I am a student undertaking a Master's in Business Administration Degree in Project Management at Kenyatta University, Nakuru Campus. To fulfil the completion of this course, am conducting research titled, "Performance of Income Generating Activities on youth living with disabilities"; A Case study of Nakuru County - Kenya. Since this issue affects the whole community, I am inviting you to participate in this research study by completing the attached questionnaire and sincerely giving information as per the stated question.

If you choose to participate in this research, please answer all questions as honestly as possible. Participation is strictly voluntary and you may decline to participate at any time. In order to ensure that all the information will remain confidential, you do not have to include your name (optional).

The data collected will be for academic purposes only and might help the County Government in conducting further research.

Thank you.

Yours faithfully,

Sharon Anyango.

APPENDIX B: QUESTIONNAIRE

Serial No.....

The questionnaire is meant to collect information on the performance of income generating activities on people living with disabilities in Nakuru County in Kenya. Kindly answer all the questions by writing a brief statement or ticking the options that apply in the boxes provided, as applicable. There is no right or wrong answer. Your opinion is the most important. The information provided will be treated with utmost confidentiality and at no instance will your name be mentioned in this research.

SAMPLE QUESTIONNAIRES FOR PEOPLE LIVING WITH DISABILITIES.

PART ONE:

1. Gender;

Male []

Female []

2. Duration of Service?

1-2 Years []

3-7 Years []

8-10 Years []

More than 10 Years []

Indicate your age?

Less than 18 Years []

18-24 Years []

25-35 Years []

More than 35 Years []

2. Level of Education:

University

College

Secondary

Primary

None

3. How long have you been in the group?

5 Years and above []

5-6 years.[]

3-4 years.[]

1-2 years.[]

Less than a year.[]

PART TWO:

Section One: Education and Training.

4. Do you think education and training plays an important role on the success of income generating projects?

Yes

No

5. To what extent do you agree that the following affect sustainability of the project you work for?

1-strongly disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree (please tick a

		1	2	3	4	5
1.	Training is extensive enough to cover key aspect of project					
2.	Training focuses on empowering employees					
3.	Only competent staff works in this project					
4.	Education is needed for the success of these projects					

number)

Section Two: Market Accessibility.

6. Do you think there is lack of access to markets for people with disabilities to sell their products?

Yes

No

7. To what extent do you agree that the following affect sustainability of the project you work for?

1-strongly disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree (please tick a

		1	2	3	4	5
1.	Market Information can be easily accessed.					
2.	Infrastructure is available for different markets					
3.	It is easy to know market trends for different markets.					
4.	Market penetration is easy into different markets.					

number)

Section Three: Monitoring and Evaluation.

8. In your own opinion, do you think that the project you are involved in is doing enough in relation to monitoring and evaluation?

Yes () No () Not Sure ()

9. To what extent do you agree that the following affect sustainability of the project you work for?

1-strongly disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree (please tick a number)

		1	2	3	4	5
1.	Monitoring and evaluation is frequently done in the project					
2.	Monitoring and evaluation reports are available					
3.	Key information about the project is easily accessible					

THANK YOU FOR YOUR RESPONSES.

QUESTIONNAIRES FOR PROJECT OFFICIALS

SECTION ONE: DEMOGRAPHIC INFORMATION

1. Gender of the respondent?

Male []

Female []

2. How long, in years, have you been working on this project?

1-2 years []

3-7 years []

8-10 years []

More than 10 years []

SECTION TWO: EDUCATION AND TRAINING

1. In your own opinion, do you think that education and training has an influence on the sustainability of income generating activities on youth living with disabilities in Nakuru County?

Yes ()

No ().

To what extent do you agree that the following has an effect on the performance of income generating activities?

1-strongly disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree (please tick one)

		1	2	3	4	5
1.	For income generating activities to perform well, one must have a good education.					
2.	For income generating activities to perform well, good training on business is required.					
3.	Education and training goes hand in hand for a successful performance on income generating activities					

SECTION THREE: MARKET ACCESIBILITY.

1. To what extent do you agree that the following has an effect on the performance of income generating activities?

1-strongly disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree (please tick one)

		1	2	3	4	5
1.	For income generating activities to perform well, accessibility to markets is needed.					
2.	For income generating activities to perform well, availability of markets to PWDs is required.					
3.	Market accessibility should be created for PWDs to perform their projects.					
4.	For income generating activities to perform well, accessibility to markets is needed.					

SECTION FOUR: MONITORING AND EVALUATION

1. To what extent do you agree that the following affect sustainability of the project you work for?**1-strongly disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree**

		1	2	3	4	5
1.	Monitoring and evaluation is frequently done in the project					
2.	Monitoring and evaluation reports are available					
3.	Key information about the project is easily accessible					
4.	Biodiversity impact assessment of the project is keenly observed					

THANK YOU FOR YOUR RESPONSES.