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**FACTORS INFLUENCING PERFORMANCE OF THE KAZI KWA
VIJANA PROJECTS IN KENYA: A CASE OF GITHUNGURI DISTRICT-
KIAMBU COUNTY.**

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D53/CE/11721/2008**

**A Research Project submitted in partial fulfillment of the requirement for the
Degree of Master of Business Administration (Project Management) of
Kenyatta University.**

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DECLARATION

I declare that this is my original work and has not been submitted in any other university or institution for examination.

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DEDICATION

This research project is dedicated to my doting daughter Evalyne Wambui, my dear parents, brothers and sisters for the continued support, guidance, love and for being a source of inspiration and encouragement throughout my life.

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Lord, thank you for all the gifts you have given me, for each has made my life more worthwhile throughout my studies in K.U. I extend my sincere gratitude to my supervisors Gladys Kimutai and Rosemary James without whom this project would not have been complete. May God fill your hearts with gladness to cheer you.

TABLE OF CONTENTS

Declaration.....	i
Acknowledgement.....	ii
Table of contents	iii
List of tables	iv
List of figures	v
Definition of terms.....	vi
List of abbreviations and acronyms.....	vii
Abstract.....	viii

CHAPTER ONE: INTRODUCTION

1.1 Background to the study.....	1
1.1.1 Kazi Kwa Vijana in Githunguri District.....	2
1.2 Statement of the problem.....	3
1.3 Research objectives.....	5
1.3.1 General objective.....	5
1.3.2 Specific objectives.....	5
1.4 Research questions.....	5
1.5 Significance of the study.....	6
1.6 Scope of the study.....	6
1.7 Limitations of the study.....	6
1.8 Assumptions	6

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	7
2.2 Project management.....	7
2.2.1 Elements of Project Management.....	7
2.2.2 Characteristics of Project Management.....	8
2.2.3 Project Life cycle.....	9
2.3 Success Criteria.....	11

2.4 Success factors.....	12
2.5 Factors Influencing Performance of KKV.....	14
2.5 Review of Previous Studies	20
2.7 Conceptual framework.....	21

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction.....	22
3.2 Research design.....	22
3.3 Target population	22
3.4 Sampling design and procedure.....	23
3.5 Data collection tools and instruments.....	24
3.8 Data and factor analysis.....	24

CHAPTER FOUR: RESEARCH FINDINGS AND RESULTS

4.1 Introduction.....	25
4.2 Response rate.....	25
4.2.1 Age.....	26
4.2.2 Gender	26
4.4 Project conceptualization.....	27
4.5 Project planning.....	29
4.6 Availability of resources.....	31
4.7 Stakeholders Involvement	32
4.8 Implementation	34

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction.....	38
5.2 Summary.....	38
5.3 Conclusion.....	40
5.4 Recommendations.....	41
5.5 Suggestions for further research.....	42
5.6 Limitations	42
References	43
Appendix 1: Questionnaires	47
Appendix 2: Research budget.....	58

LIST OF TABLES

Table 3.1: Sampling Strategy.....	24
Table 3.2: Sample Size.....	25
Table 4.1 Response Rate.....	27
Table 4.2 Demographic information.....	28
Table 4.3 Level of Education.....	29
Table 4.4 Project Conceptualization.....	30
Table 4.6 Project Enrollment.....	31
Table 4.7 Project Planning.....	34
Table 4.8 Availability of Resources.....	36
Table 4.9 Stakeholders Involvement.....	37
Table 4.10 Implementation.....	38
Table 4.11 Evaluation.....	38
Table 4.12 Factors influencing performance.....	39
Table 4.13 Rating Performance.....	39

LIST OF FIGURES

Fig 2.1 Conceptual Framework.....	21
Fig 4.1 Level of Education	27
Fig. 4.2 Management Courses	28
Fig 4.3 Rating Performance	37

DEFINITION OF TERMS

Influence - to affect the development of project plans

Resources – capabilities of a project which includes money, property, skills, human, land, time, information, available for use.

Project: A planned and structured, often unique process, usually a component of a programme targeted to a geographic area or community to achieve specific objectives and outputs to address specific social and economic needs or issues within limited resources and timeframe

Programme: A planned and structured process, often long term, comprising a number of related interventions or projects targeted at a geographic area or community to achieve a major goal within a period of time. The programme mobilizes resources through projects as the need arise.

Performance: A planned and pragmatic qualitative or quantitative measurement or estimate of the extent to which specific objectives are achieved and the level of effectiveness and efficiency in relation to time, effort and resources employed. The measurement is often multi-dimensional, encompassing all many aspects such as process management, delivery of outputs or milestones, use of resources, timeliness, etc, measured against a plan. Measurement is established on the basis of feedback from regular monitoring and evaluation of effort.

Sustainability: In the language of this study, the term refers to the process of ensuring that any initiatives to improve the status quo or bring about development is facilitated in ways that does not bring about any harm or compromise the well being, aspirations or status of human beings and the environment, intentionally or unintentionally in the present and the future.

Successful – achieving results that were intended e.g. academic excellence or putting up the desired infrastructure.

Kazi Kwa Vijana-A program owned by the government of Kenya aimed at increasing the employability of the Kenyan youth

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS – Acquired immune deficiency syndrome

CBF - Central Bureau of Statistics

CDF - Constituency development fund

FY - Financial Year

GOK - Government of Kenya

HIV - Human Immunodeficiency Virus

KNFJA - Kenya National Federation of Jua Kali Associations

KKV- Kazi Kwa Vijana

MASAF – Malawi Social Action Fund

MOYAS – Ministry of Youth Affairs

PEST -Political, Economic, Social, and Technological

YEDF – Youth Enterprise Fund Development

ABSTRACT

Projects can be started for commercial purposes or to generate revenues, of sustenance of livelihoods, for eradication of poverty, for humanitarian purposes amongst others. Projects are important for individuals, organizations and economies. This study was necessitated by the fact that the level of performance of the KKV projects at the constituency level was low. The purpose of this study is to investigate the factors influencing the performance of the Kazi Kwa Vijana projects with the case Githunguri District. The target population of the study was 543. The population was stratified into four categories namely, line managers, project managers, chiefs and youth. Simple random sampling done to obtain one member from each of these categories. The sample size is 93. The review of related literature included historical perspective of project management, importance of project management, project management cycle, project identification, and preparation of the project and implementation process. From the literature review there was an outcry from all that the KKV projects have not attained their intended objectives. The data was collected using self-administered questionnaires to line managers, project managers, chiefs, and youth. Descriptive statistics and factor analysis was used for quantitative data analysis. This simplified large amount of data for example analysing numerical data through frequency distributions, means, standard deviations, and percentages. Qualitative data was captured through open-ended questions. Themes that relate to the research questions in the study were identified and data was then coded and entered in the computer for analysis using the Statistical Package for the Social Scientists (SPSS). The study drew conclusions of a formative nature, on what influence the performance of Kwa Vijana Kazi projects. These determinants include: availability of adequate resources; quality of planning; creativity of project teams; timeliness in implementation; quality of leadership and management; competence of project leaders or managers; the social, political, economic environment in which the project is implemented; relevance of project designs and implementation methodologies; quality of monitoring and evaluation; motivation of project teams and beneficiaries; participation of beneficiaries and stakeholders; and multisectorality of project efforts. The study suggested that the use of projects is becoming more pervasive, with more managers entering the field of project management, the study noted that the success of project practitioners depends on their ability to adopt multiple skills and adapt to complex situations. The study provided recommendations for improving sustainable project management practice, most importantly, the use of systems thinking and approach as an alternative theoretical and paradigmatic foundation for addressing complex economic development project management efforts such KKV.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

Project management is a methodological approach to achieving agreed upon results within a specified time frame with defined resources. It involves applying knowledge, skills, tools, and techniques to a wide range of activities in order to meet the requirements of a project. The major objectives of project management include performance, cost, and time goals. The focus is to meet customer expectations, deliver projects within budget, and complete projects on time. Project management is helpful in achieving these objectives by organizing, planning, monitoring, controlling, and correcting the project activities. These activities consist of creating a workable project environment, keeping the work environment healthy, planning the essential activities to build the information system or product, and controlling execution of the plan.

Using project management principles brings value to an organization. Applying these principles gives managers the ability to establish success measures, quantify value proportionate with cost, use optimal organizational resources, allow customer focus and alignment, incorporate quality principles, implement the practice of strategic plans, resolve problems more quickly, work within the scope of the project, address future risk before becoming a problem, and create a higher quality product the first time. The time and resources put into project management will make up for the cost over the life of the project.

Project management relies on proven and repeatable processes and techniques. These processes and techniques are utilized to coordinate resources to accomplish predictable results. Although success is never guaranteed, a project is more likely to be successful when conventional project management processes are practiced. Their success depends on their ability to develop fully integrated information and control systems to plan, instruct monitor and control large amounts of data, quickly and accurately facilitate problem solving and decision-making processes (Burke, 1999). Burke recognizes that projects have traditionally been managed through a classical functional hierarchical type organization structure.

1.1.1 Kazi Kwa Vijana in Githunguri District

Kazi Kwa Vijana (KKV) was allocated Ksh 3.4 billion (around US\$43million) in FYO9 and Ksh 6.6 billion (around US\$84million) in FY10 (July, 2009 –June 2010). The program fully owned by the GoK, and was impressively quickly launched and disseminated across the GoK at all levels. Program awareness was created across the country. KKV is politically supported at the highest levels and, already has a considerable allocation in the FY 10 GoK budget and is likely to continue beyond this. Extensive interviews with youth conducted by the World Bank's identification mission indicated that youths approved the project, appreciated the income, and wished it to continue.

The first project component of the World Bank project was to enhance the performance of the KKV, by providing technical assistance and extra funds for the implementation of innovative projects. This technical assistance aimed to introduce systemic improvements to the program. These included: enhancing community participation in the identification of projects, setting clearer criteria for project selection, optimizing the labor content, working with government to enhance program targeting, and development of a strong Monitoring & Evaluation system. The overall objective of this component was to enhance the performance of KKV and move it into a flexible mechanism that could be scaled up or down depending on need. KKV projects grounded to a halt across the district following the drying up of funds from the Treasury. Prime Minister Raila Odinga, in whose office the fund was being coordinated, raised the alarm claiming the project had been 'sabotaged'. "This is the kind of sabotage that can spark a rebellion against the Government because KKV had become a lifeline for thousands of youths it employed" he said.

The implementing Line Ministries were responsible for working with the local community chiefs and/or community supervisors in preparing the initial screening checklists, preparing Environmental Management Plans where necessary, and compiling an Annual Report of sub-projects under their mandate. KKV in the district was marred by allegations of corruption. Youth alleged that their councilors compiled lists with names of nominees for the jobs. The youth also alleged that they have been sidelined from decision-making.

KKV aimed at increasing youth's employability by providing them with training and opportunities for internships and employment with private sector entities for a certain period with some subsidy from the program. The objective was for youth to either be employed by these enterprises or to increase their employability with other enterprises or through self-employment. This component was linked with a number of Government and non-governmental organizations in Kenya such as the Youth Enterprise Development Fund (YEDF), and the Kenya National Federation of Jua Kali Associations (KNFJA). Delayed payment by the government led to withdrawal of the youth that had joined the programme. Some even demonstrated with placards reading, "kazi kwa vijana, pesa kwa wazee", (work opportunities to the youth, money to the old men). Resources were to finance studies in critical youth policy issues, analysis to some labor market issues, and support the institutional capacity of key institutions, like the Ministry Of Youth Affairs (MoYAS). Training, especially in areas of community participation will be provided to youth officers on the ground.

Evaluations of programmes for marginalised adolescents in non-Western settings, including child labourers, street children and victims of abuse, tended to focus on the participatory nature of empowerment (Dorning and O'Shaughnessy, 2001; Palmer et al., 2006). Hart (1992) first documented how participation can have a range of meanings from "tokenism", in which young people are passive participants of the programme, to true participation, when the programme originates from the actions of the young people themselves. A desktop review of participation in the "Save the Children Fund" programmes for working adolescents found that in most programmes the level of participation was limited to consultation and that when expectations about the results of participating were not clear from the beginning youth were disappointed if their suggestions were not implemented (Groves, 2003).

1.2 Statement of the Problem

Project management is concerned with the overall planning and co-ordination of a project from conception to completion aimed at meeting the stated requirements and ensuring completion on time, within cost and to required quality standards. Project management is normally reserved for focused, non-repetitive, time limited activities with some degree of risk.

Project management entails six crucial stages of project definition and scope, technical design, financing, contracting, implementation and performance monitoring. A successful project manager must simultaneously manage the four basic elements of a project: resources, time, cost and scope. The broad aim of project success in development is to actively involve people and communities in identifying problems, formulating plans and implementing decisions over their own lives (Guijt and Shah, 1998).

With regard to the Kazi Kwa Vijana projects, project committees are the ones recognized under the KKV management committee as the bodies responsible for implementing projects. These bodies have not been representing the community interests and are not transparent or accountable. (Gikonyo, W 2008) Popular participation in decision-making and democratic accountability are key factors in moving towards sustainable development. KKV guidelines also provide for local participation, in reality though, this has been a major area of concern. In Githunguri constituency politicians have been accused of converting funds into campaign tools. Other accusations are non-inclusiveness of community in the operations of the fund. Since its inception in 2009, the implementation of KKV has encountered a number of operational and policy challenges amongst which include poor community participation and negative contribution to projects in the constituency.

In Githunguri constituency, the programme intended on building small dams and pans, irrigation systems, laying of water pipes and other water works, repairing of access roads, clearing of bushes to eliminate mosquitoes, preparation of organic fertilizers and planting of trees. The kazi kwa vijana roads project happened to unearth a critical issue as they worked on the earth roads. They ended up unearthing water pipes, and breaking the ones they did not unearth. Youth all over the district have shown the tendency of shying away from agriculture. Central Bureau of Statistics (CBS) has shown that the average age of the farming fraternity is 58. Youths in Githunguri shun agriculture as most of them do not want to engage themselves in difficult manual labour and therefore almost all agro-based KKV projects are underway. From these worrying trends and issues of participation, this study seeks to investigate the factors influencing the performance of the Kazi Kwa Vijana projects in Githunguri District.

1.3 Objectives of the Study

1.3.1 General Objective

To find out factors that influences the performance of KKV projects in Githunguri constituency.

1.3.2 Specific Objectives

The specific objectives of the study were:

- i) To establish influence of project conceptualization on the performance of KKV projects in Githunguri district.
- ii) To determine how planning influence performance of KKV projects in Githunguri district.
- iii) To find out how project implementation influence performance of KKV projects in Githunguri district.
- iv) To establish how adherence to stakeholders involvement in management policies influence performance of KKV projects in Githunguri district.
- v) To establish how availability of funds influence performance of KKV projects in Githunguri district.
- vi) To establish how project evaluation influence performance of KKV projects in Githunguri district.

1.4 Research Questions

The study sought for answers to the following research questions

- a. How does project conceptualization influence the performance of KKV projects in Githunguri district?
- b. How does planning influence the performance of KKV projects in Githunguri district?
- c. How do project implementation influence performance of KKV projects in Githunguri district?
- d. How does adherence to stakeholders involvement in management policies influence performance of KKV projects in Githunguri district?
- e. How does availability of resources influence performance of KKV projects in Githunguri district?
- f. How does project evaluation influence performance of KKV projects in Githunguri district?

1.5 Significance of the study

The study sought to establish the factors that influence performance of Kazi Kwa Vijana projects in Githunguri district. The study enlightened MOYAS officials to establish the extent to which the funds have been monitored and evaluated to reduce unemployment and enhance development at the grassroots. The current constitution indicates that there is need for decentralization of the national resources.

Youth will get to understand how vital it is to combine all the factors influencing the performance of the Kazi Kwa Vijana projects. Sponsors and general public will learn the pivotal role of empowering the youth. This will make them a bit careful as they propose on the strategies to end poverty, unemployment, and social ills. The findings will also contribute to the pool of knowledge which is vital for the present and future youth management and research.

1.6 Scope of the study

The study focused on the KKV projects within Githunguri district in Kiambu County. The KKV projects are in the following sectors: education, agriculture, forestry, health, roads, bridges, and water. Githunguri was chosen since it is amongst the most economically privileged districts in Kenya and with many ongoing or projects that have stalled. In the 2009/2010 financial year, 30 projects were on going, 20 that had been proposed had not started bringing the total to 50. Study participants will be youths, MOYAS officials at Githunguri, chiefs, and line officials.

1.7 Limitations of the study

Due to unavailability of adequate funds, the study focused a sample population and not the whole population of officials, youths, chiefs, and project managers.

The District is largely remote and the infrastructure poor. It was not very easy to reach all the projects within the stipulated time schedule. Infrastructure was also poor in this vast region of Kenya. The researcher tried to use the cheapest available means.

1.8 Assumptions of the study

All projects were accessible during the period of study and both officials and youths were willing to openly share and discuss their situation

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of literature related to the study. First will be brief review of project management, project life cycle and the various factors that influence the performance of KKV projects in Githunguri district. It will also review previous studies and their findings.

2.2 Project management

A project is an interrelated set of activities that has a definite starting and ending point and results in the accomplishment of a unique often-major outcome. (Harveu Maylor, 2003). Project management is concerned with the overall planning and co-ordination of a project from conception to completion aimed at meeting the stated requirements and ensuring completion on time, within cost and to required quality standards. Project management is normally reserved for focused, non-repetitive, time-limited activities with some degree of risk and that are beyond the usual scope of operational activities for which the organization is responsible.

2.2.1 Elements of Project Management

According to Manasa Dzirikure (2005) a successful Project Manager must simultaneously manage the four basic elements of a project: resources, time, cost, and scope. Each element must be managed effectively. All these elements are interrelated and must be managed together if the project, and the project manager, is to be a success.

Managing Resources

A successful Project Manager must effectively manage the resources assigned to the project. This includes the labor hours of the project team. It also includes managing labor subcontracts and vendors. Managing the people resources means having the right people, with the right skills and the proper tools, in the right quantity at the right time. However, managing project resources frequently involves more than people management. The project manager must also manage the equipment (cranes, trucks and other heavy equipment) used for the project and the material (pipe, insulation, computers, manuals) assigned to the project.

Managing Time and Schedule

Time management is a critical skill for any successful project manager. The most common cause of bloated project budgets is lack of schedule management. Fortunately there is a lot of software on the market today to help you manage your project schedule or timeline. Any project can be broken down into a number of tasks that have to be performed. To prepare the project schedule, the project manager has to figure out what the tasks are, how long they will take, what resources they require, and in what order they should be done.

Managing Costs

Often a Project Manager is evaluated on his or her ability to complete a project within budget. The costs include estimated cost, actual cost, and variability. Contingency cost takes into account influence of weather, suppliers, and design allowances.

2.2.2 Characteristics of the project.

A project is a unique, one-time undertaking. It will never be done again in exactly the same way, by the same people, and within the same environment (Heerkens 2002:10). Most organisations have recognized the critically of projects to the business success. Thus professional project management has become a focal point of improvement efforts. The exponential growth in PMI membership is a good indicator..

According to Cleland (1999:4), a project consists of a combination of organizational resources pulled together to create something that did not previously exist and that will provide a performance capability and the design and execution of organizational strategies. Projects had a distinct life cycle, starting with and idea and progression through design, engineering and manufacturing or construction, through to used by the project owner.

The following are the characteristics of the project suggested by Cleland (1999); they are temporary and unique, they consist of several tasks that have a preferred sequence, they consume resources and result in end products called deliveries. And they ordinarily involve high levels of risk and uncertainty. Nicholas (2004:4) suggests the following characteristics of a project; A project involves a single, definable purpose, usually specified in terms of cost, schedule and

performance requirement. Every project is unique in that it requires something different to that which was done previously. Projects are temporary activities. Projects cut across organizational lines because they need the skills and talents of multiple professions and organisations. The project possesses significant elements of uncertainty and risk. A project has a life cycle of activity; the task, people, organization and other resources change as the project moves from one phase to the next.

2.2.3 Project life cycle

The successful implementation of any project needs the application of proper project management techniques and needs to be carried out in the following four stages.

Initiation

The project is defined and launched in this stage. Many projects set off at a terrible start (Wysocki et al. 2000:109) simply because there was never a clear understanding of exactly what had to be done. The initial stage of project begins when the potential project is first identified, and ends with a signed authorization to proceed. The rationale of this stage is to identify, align, and select worthwhile projects. The goal of initiation is to set the direction for the project; what the project is expected to accomplish; and to define any constraints of the project (Martin & Tate 2001:29). There is also need to recruit a suitably skilled project team, set up a Project Office, and perform an end of Phase Review. Normally all projects start with an idea for a product, service, new capability, and other desired outcome.

Planning.

Many projects end successfully, many fail, but most projects end somewhere in between. Once the project plan has been approved, the project manager is authorized to request all the resources needed for the project and to start the project. According to Meridith & Mantel (2003:245) the project plan must contain the following items: Overview, a short summary of the objectives and scope of the project. Objectives: a more detailed statement of the general goals cited in the overview section. Once the above project plan had been fully approved, it is distributed to the key stakeholders. This approved document is called a project charter. When the project charter contains a scope baseline and management plan, it may function as a project plan (Kerzner

(2002:430). Good project planning means linking planning to requirements, estimates, and selection (Thomsett 2002:19). The major responsibility of the project manager is planning. Planning is performed correctly, and then it is conceivable that the project can run smoothly (Kerzner 1998:18).

Execution

This is the phase in which the deliverables are physically built and presented to the customer for acceptance. While each deliverable is being constructed, a suite of management processes are undertaken to monitor and control the deliverables being output by the project. These processes include managing time, cost, quality, change, risks, issues, suppliers, customers and communication. Once all the deliverables have been produced and the customer has accepted the final solution, the project is ready for closure. A key function of the project manager during implementation is that of the negotiator, as changes to all aspects of the project continually impact on agreed delivery schedules, which impact on agreed time and cost schedules (Thomsett, 2002)

Closeout.

This is where the project is brought to successful closure and all the lessons learnt are explored, including the things that went wrong and the things that were not right. During the project, together with their possible corrective actions. Cleland & King (1988:223) found that disbanding the team has a major impact on the success of following projects. When the project is not properly closed, the team will continue to look for performance information on the past project, causing a lapse of attention in the current project, resulting in more errors than one would normally expect.

2.3 Success Criteria

Many lists of success criteria have been introduced in the previous decades by various researchers. Primal success criteria have been an integrated part of project management theory given that early definitions of project management included the so-called 'Iron Triangle' success criteria – cost, time, and quality. (Atkinson, 1999)

Atkinson continues that "as a discipline, project management has not really changed or developed the success measurement criteria in almost 50 years". To meet the urgent need of modernizing the out of date success criteria, he suggest the 'Square Route' success criteria instead of the 'Iron Triangle', where he groups the criteria that other academics have proposed. The main change is the addition of qualitative objectives rather than quantitative, namely the benefits that different group of people can receive from the project. These benefits are seen from two perspectives, one from the organizational view, and one from the stakeholders view. It is obvious that each part will have benefit differently from projects. For example one organisation can gain profit through achieving strategic goals when a project is completed and at the same time these goals have a serious environmental impact in the stakeholders' community. This means that a successful project must bargain between the benefits of the organisation and the satisfaction of end users. The fourth corner of the 'Square Root' is the Information System which includes the subjects of maintainability, reliability and validity of project outcomes.

Kerzner (2001) suggests three criteria from the organization perspective in order for a project to be successful. The first is that it must be completed "with minimum or mutually agreed upon scope changes", even though stakeholders constantly have different views about projects' results (Maylor, 2005). Second, "without disturbing the main work flow of the organization" because a project has to assist organization's everyday operations and try to make them more efficient and effective. Finally, it should be completed "without changing the corporate culture" even though projects are "almost exclusively concerned with change – with knocking down the old and building up the new" (Baguley, 1995). A project manager's main responsibility is to make sure that he delivers change only where is necessary, otherwise he is doomed to find strong resistance from almost all organizational departments (Kerzner, 2001) which ultimately could lead to project failure.

A more structured approach to project success is grouping the criteria into categories. Wideman (1996) describes four groups, all of them time dependent: "internal project objectives (efficiency during the project), benefit to customer (effectiveness in the short term), direct contribution (in the medium term) and future opportunity (in the long term)". The characterization of 'time dependent' is based on the fact that success varies with time. Looking at the future benefits of the

organization can be really difficult, because in some cases they don't even know what they want, yet it is vital to know what the project is trying to achieve after completion time so that success criteria are clearly defined in the early stages. This is quite a different approach, because the focus moves from the present success criteria to the future, in a way that a project can be unsuccessful during execution if it is judged by criteria like cost and quality, but in the long term it can turn to be a thriving story.

All the above success criteria "should be simple and attainable and, once defined, they should also be ranked according to priority" (Right Track Associates, 2003). Straightforward criteria are easy to understand by everyone involved in the project and therefore commitment is guaranteed. Unrealistic criteria can put a 'failure' label on many projects because of the unreachable standards, can generate low team esteem and team performance in future projects and finally generate unfair disappointment among stakeholders. As for priority issues, it is inevitable that things will go wrong and the project manager will be in a tough situation where he must make the right decision having in mind that he has to sacrifice the least important success criterion.

2.4 Success Factors

Success factors are those inputs to the management system that lead directly or indirectly to the success of the project or business (Cooke-Davies, 2002). Some project managers "intuitively and informally determine their own success factors. However, if these factors are not explicitly identified and recorded, they will not become part of formal project management reporting process nor they become part of the historical project data" (Rad & Levin, 2002). Belassi & Tukel (1996) classified these factors into five distinct groups according to which element they relate to:

The project manager

Having a project manager is not going to guarantee the success of a project. He must have a number of skills to use during the project to guide the rest of the team to successfully complete all the objectives. In the 2001 CHAOS report (The Standish Group International, 2001), business, communication, responsiveness, process, results, operational, realism and technological skills are mentioned as some of the most important skills a project manager should have to

deliver success. However, more recent research by Turner and Muller (2005) has concluded that "the leadership style and competence of the project manager have no impact on project success". It is very interesting to investigate why a highly respectable professional body for project managers published such a contradictory position. A possible answer could be found in the fact that project manager's results are difficult to prove and even more difficult to measure. If the project is successful, senior management will probably claim that all external factors were favourable. On the contrary, if it turns to be a failure, project manager easily becomes the scapegoat.

The project team

Project managers are very lucky if they have the option to choose their project team. More often, their team is inherited to the project from various sectors of the organization. It is vital to have a good project team to work with, with core skills that can be evolved to core competences and capabilities for the whole organization. All members of the project team must be committed to the success of the project and the overall mission of the company. Apart from their skills and commitment, project team members should have clear communication channels to access "both the functional manager and the project manager within a matrix organization. Effective management of this dual reporting is often a critical success factor for the project" (PMBOK Guide, 2004).

The project itself

The type of a project underlines some factors that are important to success. For example, if a project is urgent, the critical factor in that case is time.. However, the increase of cost "that has thrown the management's calculations out of kilter" (Evans, 2005) was not a big issue at that time. The size, value of a project and it's uniqueness of activities can be a puzzle for the project manager who is used to planning and co-coordinating common and simple activities (Belassi & Tukel, 1998).

The organization

Top management support is the principal success factor for many independent research groups (Tinnirello, 2002) , which means that no project can finish successfully unless the project manager secures true support from the senior or operational management. It is extremely difficult to work in a hostile environment where nobody understands the benefits that the project will deliver to the organization. "Stakeholder management and contract strategies (number of and size of the contracts, interface between the different contracts and the management of contracts) are separate success factors which are also considered part of organization issues" (Torp, Austeng & Mengesha, 2004).

The external environment

External environment can be the political, economic, socio-culture and technological (PEST) context in which the project is executed. Factors like the weather, work accidents, or the government's favorable or unfavorable legislation can affect the project in all of its phases. "Note that if a client is from outside the organization, he should also be considered as an external factor influencing the project performance" (Belassi & Tukel, 1996). Competitors should also be accounted as external factors which can undermine project success because the original project could be overshadowed by a more glamorous and successful project launched by another organization.

2.5 Factors Influencing the Performance of Kazi Kwa Vijana Projects

The study identifies several factors which are perceived by project practitioners to be key determinants to the performance of KKV projects in Kenya. Depending on the type, magnitude and circumstances surrounding the project, each factor may be critical to the success or failure of a project by itself or in combination with others. While it may not be exhaustive, this section can be a useful checklist for project practitioners when developing and implementing projects. The determinants of performance include availability of resources, planning, conceptualization, implementation, stakeholders' involvement, and evaluation.

2.5.1 Conceptualization

The first phase of the process involves performing activities to evaluate the project size, scope, and degree of difficulty and to establish procedures for supporting later project activities. Examples of activities at this phase are forming a project initiation team, building the customer relationship, developing effective management procedures, and constructing a project workbook.

2.5.2 Planning

After the initiation stage, the project is planned to an appropriate level of detail. The main purpose is to plan time, cost, and resources adequately to estimate the work needed and to effectively manage risk during project execution. As with the Initiation process group, a failure to adequately plan greatly reduces the project's chances of successfully accomplishing its goals. According to Pinto (2000) planning entails the following: determining how to plan developing the scope statement; selecting the planning team; identifying deliverables and creating the work breakdown structure; identifying the activities needed to complete those deliverables and networking the activities in their logical sequence; estimating the resource requirements for the activities; estimating time and cost for activities; developing the schedule; developing the budget; risk planning; gaining formal approval to begin work.

2.5.3 Implementation

The third phase of the process involves implementing the plans created in the earlier phases, Project Initiation and Project Planning. Examples of activities at this phase are executing the baseline plan, managing changes to the baseline plan, monitoring project progress, and communicating project status to managers, team members, and the customer. According to Lambert, (1996) timely implementation applies during the course of implementation as well. While plans may not always be adhered to due to several extenuating circumstances, the project team should in as far as possible, ensure that activities are conducted at set times to avoid "implementation rush" towards the end of the project when all outstanding activities will be pushed for implementation. This practice often results in poor quality of work and fatigue for the project team, stakeholders, and project beneficiaries, who would often be required to attend workshops, week in week out.

2.5.5 Stakeholders involvement

Projects will only be considered successful when their key stakeholders acknowledge they are a success. This requires the project team to effectively engage with each other of its key stakeholders to understand and manage their expectations and then deliver the project outcomes (Briner et al 1996). According to Bretty (2003,), participation is an empowering process in which “people, in partnership with each other and those able to assist them, identify problems and needs, mobilise resources, and assume responsibility to plan, manage, control and assess the individual and collective actions that they themselves decide upon”. As a process of empowerment, participation is concerned with “development of skills and abilities to enable the rural people to manage better, have a say in or negotiate with existing development systems” (Oakley, 1991,).

As Eade and Rowlands (2003) argue, powerlessness is a central element of poverty, and any focus on poverty, inequality, injustice, or exclusion involves analysis of and/or challenging/changing power and power relations. Participation as empowerment can therefore help to amplify unacknowledged voices by enabling the rural people to decide upon and take the actions which they believe are essential to their development (Oakley, 1991; Slocum *et al.*, 1995). According to some FAO (1997) studies, small informal groups consisting of members from similar socio-economic backgrounds are better vehicles for participation in decision-making and collective learning than heterogeneous, large scale and more formal organisations.

2.5.6 Resources

Availability of adequate material and financial resources to fund and support project activities. Projects may fail because they are poorly funded or are funded for too short a period to make impact. As one respondent noted, "the beginning and end of most projects is also tied to when funds 'start flowing , and when they get finished regardless of whether objective is achieved or not". Competent, committed, and adequate project team members (staff) and sound technical expertise should be provided for. "People who purport to drive such projects must be knowledgeable of the issues themselves." Capacity of staff should continuously be improved. The project manager leader should be competent. Employing inexperienced project teams with low technical skills result in poor quality of project design and delivery (Kriener, K 1995).

A project requires a fulltime coordinator or facilitator to allow planning, implementation, monitoring, and evaluation. Some organizations and government departments bring in resources for interventions without the corresponding human resources to drive the projects. As a result, no one in the organization is committed to the project, which in most cases, would be assigned as add on to personnel who already have other fulltime responsibilities. New projects are added onto existing personnel's portfolios even if they are already burdened with other responsibilities and projects. Most donors would like to provide funds to finance activities with no corresponding financing for human resources to drive these resources. This is one of the greatest causes of imbalances between organizational resources available and capacity to utilize the resources effectively. The result is that at the end of the project time frame, organizations have implemented a fraction of the plan and utilized a small fraction of the total budget allocated for the project. The balance of the funding end up being retained by the donor, with such criticism as "the recipient does not require further funding because they can not use it".

Teamwork /spirit and support to team members are critical. The project team should be the right team including project manager and coherent. Wrong team members, absence of teamwork and commitment to productivity and low levels of discipline among team members is tantamount to failure.

2.5.7 Evaluation

Evaluation is a process of generating information for purposes of informing the development and measure performance and impact of a program or project during, and at the end of its implementation. It is either formative or summative. Formative evaluation informs program personnel on decision making, problem solving, strategic planning, and improving programs. Summative evaluation is conducted at the end of the program to provide stakeholders with judgments about the program's worth or merit. It informs decision concerning program continuation, termination, expansion, adoption, etc. (Worthen and Sanders 1987).

Project cycle activities typically include the following stages: identification, preparation and appraisal, related to pre-implementation, and monitoring and evaluation. At the appraisal stage, a decision is made on the suitability of a project or program for Bank financing. The appraisal

process involves evaluation of the following aspects of the project: technical feasibility, financial and economic viability, institutional capacity, social, and distributional concerns, and environmental soundness (Lane, 1999).

An important aspect of project analysis is the estimation of the financial and economic viability of the projects being financed by the Bank. The internal rate of return (IRR) criterion is normally used, where applicable, to evaluate the adequacy of the potential investment. The internal rate of return of a project is defined as the quantified opportunity cost of capital that makes the net present value of a project equal zero. This occurs at the point where social benefits accruing to the project equal the social costs being incurred. The internal rate of return is, therefore, the maximum interest rate that a project could pay for the resources used, if the project is to recover its investment and operating costs and still break even (Gittinger, 1982).

In practice, the decision rule when using the internal rate of return criterion is to consider a project as economically viable if its rate of return is greater than the alternative rate of return or in the case of economic analysis, simply the opportunity cost of capital. The alternative rate of return may include such rates of return as domestic interest rates. In a number of countries, however, domestic interest rates are of little value in this regard since they often do not provide a good approximation of the opportunity cost of capital.

According to Cleland & Ireland (2004) it is important to note, however, that the internal rate of return is a relative rather than an absolute measure of a project's worth. Thus a project with a high capacity for income generation and poverty reduction could still have a lower internal rate of return than, for instance, a small highly profitable project with little impact on poverty. Furthermore, lack of a direct method for calculating the internal rate of return implies that resort is taken to a process of trial and error, of course facilitated by use of computer algorithms. However, since a unique internal rate of return for a project may not be available sometimes, one cannot confidently use this criterion to rank different projects – let alone those located in different countries.

Still, the advantage of this approach is that there is no requirement for a subjective estimation of the opportunity cost of capital in discounting benefits and costs. Subjective inputs in the evaluation of the projects are thus minimized. Partly for this reason, international financing institutions, including the African Development Bank, prefer to use the internal rate of return criterion for projects where the method is applicable (Duncan 2004).

One of the vaguest concepts of project management is project success. Since each individual or group of people who are involved in a project have different needs and expectations, it is very unsurprising that they interpret project success in their own way of understanding (Cleland & Ireland, 2004). "For those involved with a project, project success is normally thought of as the achievement of some pre-determined project goals" (Lim & Mohamed, 1999,) while the general public has different views, commonly based on user satisfaction. A classic example of different perspective of successful project is the Sydney Opera House project (Thomsett, 2002), which went 16 times over budget and took 4 times more to finish than originally planned. But the final impact that the Opera House created was so big that no one remembers the original missed goals. The project was a big success for the people and at the same time a big failure from the project management perspective. On the other hand, the Millennium Dome in London was a project on time and on budget but in the eyes of the British people was considered a failure because it didn't deliver the awe and glamour that it was supposed to generate (Cammack, 2005). "In the same way that quality requires both conformance to the specifications and fitness for use, project success requires a combination of product success (service, result, or outcome) and project management success" (Duncan, 2004).

The difference between criteria and factors is fuzzy for many people. The Cambridge Advanced Learner's Dictionary describes a criterion as "a standard by which you judge, decide about or deal with something" while a factor is explained as "a fact or situation which influences the result of something". It is clear now that critical factors can lead to a series of events which ultimately meet the overall success criteria of the project, so they shouldn't be used as synonymous terms.

2.6 Review of Previous studies

According to a study done by Kinyoda J. Elizabeth (2008) there is a low level of community participation in CDF projects. She cited a case of Makadara Constituency in Nairobi City. Because of low participation in CDF operations, there is a high level of dissatisfaction in the projects. There is also poor project ownership by the constituents. Her study found out that constituents have not been completely involved in decision-making, identification, selection, and prioritization of the projects. Most of the CDF projects are regarded to be belonging to the area MPs. There has been little awareness about the CDF projects being implemented. For example, in Makadara Constituency in Nairobi City, 73% of the respondents under the study indicated not being aware of the CDF projects and operations in the area. The level of participation was also low where 27% only attended meetings and the majority 87% were not involved in project prioritization and identification. 80% of the respondents were not satisfied with the operations of the CDF and the way the CDF officials managed the CDF projects.

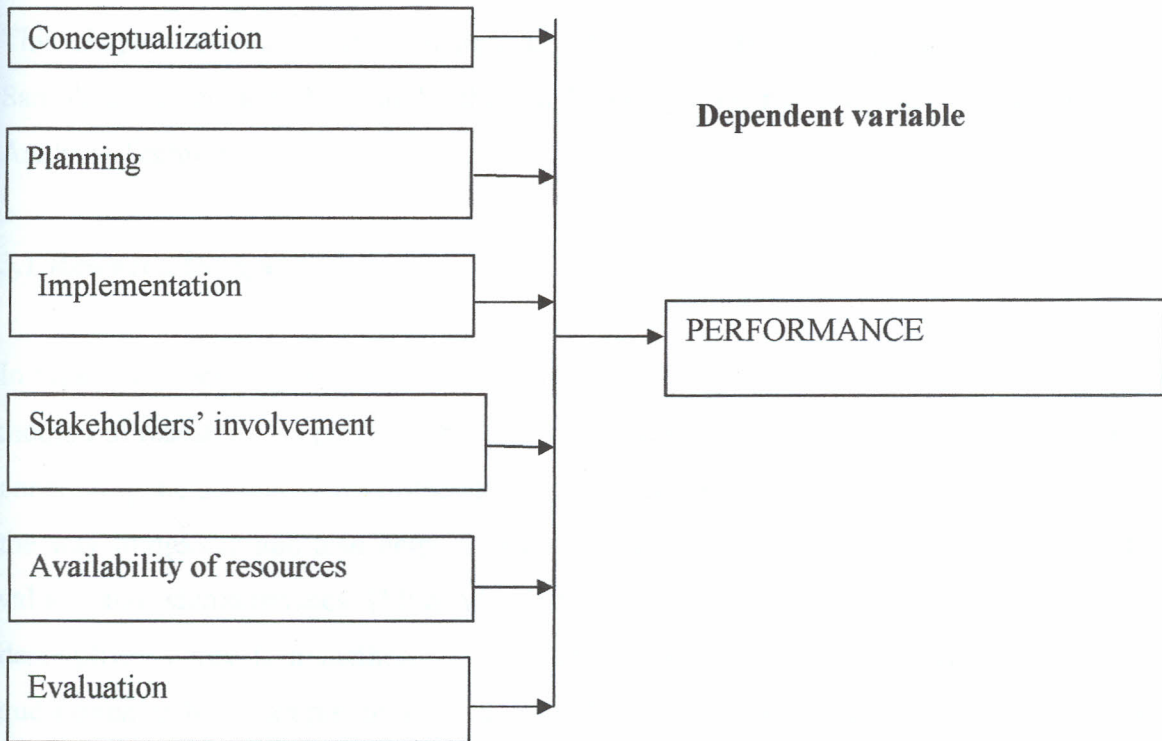
Oakley (1991) cites an analysis of a Danish funded rural water supply project in Tanzania, where he observes that participation had ranged from non-participation and manipulation over information and consultation to some degree of partnership and delegation of power.

In another study of Malawi Social Action Fund (MASAF) projects, Dulani (2003) concluded that the level of community participation was limited to being informed what had already been decided by other key players which implied “passive participation by consultation”.

According to the study by Manasa Dzirikure (2005) on the key determinants of performance of HIV and AIDS project has been achieved, but is certainly not conclusive. The study identified several determinants of performance among which are: availability of adequate resources; quality of planning; creativity of project teams; timeliness in implementation; quality of leadership and management; the qualities of the project leader /manager; the social, political, economic environment in which the project is implemented; theoretical /paradigmatic relevance of project designs and implementation methodologies; the quality of monitoring and evaluation; motivation of project teams and beneficiaries; stakeholder participation; and multisectorality of project efforts.

2.7 Conceptual Framework

Independent variables



Source (Author 2011)

A successful Project Manager must simultaneously manage the basic elements of a project: resources, time, cost, and scope. Each element must be managed effectively. All these elements are interrelated and must be managed together if the project, and the project manager, is to be a success. Thus they are the indicators of performance in any project.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the research design used, the target population of the study, the Sampling Design, and the Sample, the Data collection Instruments and Techniques and the Data Analysis Techniques.

3.1 Research Design

In order to clearly examine the topic of research, descriptive research design was used. This method of research was preferred because a researcher is able to collect data to answer questions concerning the current status of the subject of study. Descriptive research determines and reports the way things are and also helps a researcher to describe a phenomenon in terms of attitude, values and characteristics (Mugenda and Mugenda, 1999). According to Orodho (2003), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The study seeks to administer questionnaires to a sample of individuals.

The study incorporates exploratory research design because according to Kothari, C.R (2009), the main purpose of exploratory research is to formulate a problem for more precise investigation. The focus of the study was to investigate the factors that influence the performance of Kazi Kwa Vijana projects.

3.2 The Target Population

These are the individuals to be studied (Mugenda and Mugenda, 1999). In this study, the population of Githunguri district was considered through the representatives to the different projects or committee members. The target population was the 30 KKV projects in Githunguri district. These comprise of 14 a forestation projects, 6 roads maintenance projects, 4 small-scale water supply, 2 sanitation, 2 education and 2 bridges projects .These comprise of 30 project

managers, 6 line managers ,7 chiefs and 500 youth registered with the MOYAS making a total of 543.

3.3 Sampling Design

The sampling design was Stratified Random sampling which according to Kombo, D.K and Tromp, D.L.A (2006) involves dividing the population into homogeneous subgroups and then taking a simple random sample in each subgroup. During the 2008/09 financial year, there are a total of 50 projects that are either on going or have not been started .A census survey of the 30 KKV projects will be carried out. This target population was put into stratum of line managers, project managers, chiefs, and local youth leaders. 6 line managers and 30 project managers and 7 chiefs within whose jurisdiction were KKV projects were picked. From 500 youths participating in the projects 50 were sampled using random sampling method. Total sample was 93.

According to Mugenda and Mugenda (2003) the sample should be small enough to be economical in terms of expenses on time, money, and data analysis and ensure representation of all in the population proportionately.

3.4 Sample size

Group	Size of Sample
Line Managers	6
Project Managers	30
Chiefs	7
Registered Members under the Kazi Kwa Vijana In Githunguri District	50
Total	93

Source: Author (2011)

This sample is well within the 10% minimum sample preferred by Marion (1994) for statistical analysis. In this case the sample selected will be a third of the population which according to Kerlinger has a high degree of accuracy and precision of estimate. According to Mugenda and Mugenda (2003) the sample should be small enough to be economical in terms to time and

expenses. These questionnaires will be issued to a local representative or a committee member for each of the projects. This is meant to get enough information since the researcher assumed that the representative knows the reasons or factors that influence the performance of the KKV projects. The researcher got the respondents through the local KKV offices.

3.5 Data Collection Instruments and Techniques

Primary data was collected using questionnaires which were administered by the researcher with the help of a research assistant. The questionnaires comprised questions which sought to answer questions related to the objectives of this study. The questions were both closed to enhance uniformity and open ended to ensure maximum data was obtained. Secondary data was obtained from books, internet, and journals as indicated in the literature review. A pilot study was done to assess the capability of the research instruments to collect required data for the research. The questionnaire was first administered to five respondents in the constituency as part of the pilot study. The pilot test meant to establish whether all the questions from the questionnaire can be fully understood by the targeted respondents and hence rectification if need be. The pilot study took place before the actual research.

3.6 Data Analysis Techniques

The results of the research were analysed using quantitative methods. The Quantitative Data generated was subjected to the Descriptive Statistics feature in SPSS to generate information which was presented using frequency distribution and measures of tendency such as mean, mode and median as well as measures of dispersion such as percentages were calculated. Data will be presented using tables, pie charts, graphs (Kathuri and Pals, 1993). The data was then coded and themes within documents that relate to the research questions in the study were identified. The qualitative data were then interpreted by attaching significance to the themes and the patterns observed. Alternative explanations were also considered by looking at differences in responses recorded in data collection (Mugenda and Mugenda, 2003).

CHAPTER FOUR

RESEARCH FINDINGS AND RESULTS

4.1 Introduction

This chapter presents data analysis and discussion of the study findings on factors influencing the performance of the Kazi Kwa Vijana projects in Githunguri District.

4.2 Background Information

This section deals with the background information of the respondents, their ages, and gender.

4.2.1 Response Rate

The study targeted 93 respondents in Githunguri. However, only seventy-five respondents managed to respond to the questionnaires. This translates to 80.645% response rate which was a good response rate as it was above the 70% threshold. The respondents were distributed as follows:

Table 4.1 Response Rate

	Frequency	Percent
Project managers	26	34.7
Chiefs	4	5.3
Youth leaders	40	53.3
Line managers	5	6.7
TOTAL	75	100

Source (Survey Data, 2011)

Table 4.1 above shows that 6.7% of the respondents who were interviewed were line managers, 34.7% were project managers, 5.3% were chiefs, and 53.3% were youth leaders.

4.2.2 Gender.

Characteristic	Frequency	Percent
Female	29	38.67
Male	46	61.33
Total	75	100.0

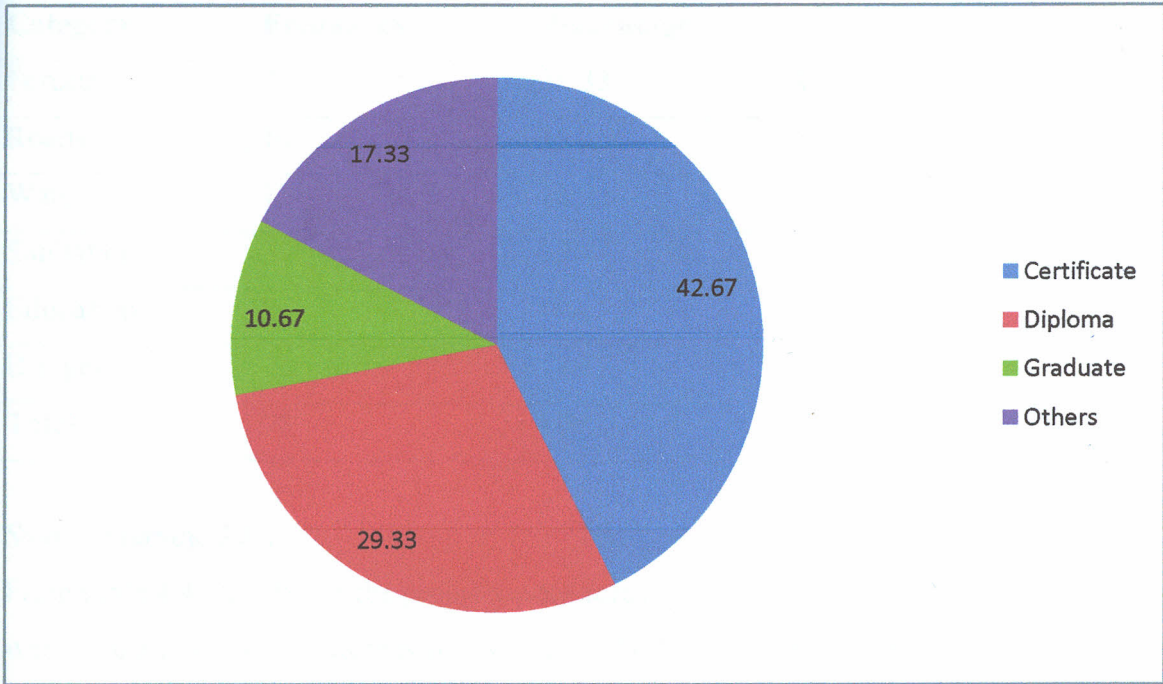
4.2.3 Age

Age	Frequency	Percent
Below 25 years	10	13.33
26-30	11	14.67
31-35	21	28
Over 35	33	44
Total	7521	100.0

Source (Survey Data, 2011)

According to Table 4.2, 61.33% of the respondents interviewed were male while the rest (38.67%) were female. Further, 44% of the interviewed respondents were over 35 years old, 28% were between 31 and 35 years, while 13.33% were below 25 years and the rest (14.67%) were between 26 and 30 years.

Figure 4.1 Level of education in percentage



Source (Survey, 2011)

According to Figure 4.1, 42.67% of respondents had certificate, 29.33% had Diploma, 10.67 % were Graduates, and none had a Master while 17.33% had others. The study revealed that majority of the respondents had low levels of illiteracy.

4.4 Project Conceptualization

This section established influence of project conceptualization on performance of Kazi Kwa Vijana projects in Githunguri District. This will cover the category of projects included in the survey, attending of education management course by the the respondents, the course that the respondents have done and the year they attended the courses, and the respondents' extent to which they agreed or disagreed with some statements asked them in regard to the project conceptualization.

4.4.1 Category of Project

This shows the various categories of the projects undertaken under the KKV projects.

Table 4.3 Category of Projects

Category	Frequency	Percentage
Forestry	25	33.33
Roads	10	13.33
Water	12	16
Sanitation	9	12
Education	8	10.67
Bridges	11	14.67
Total	75	100

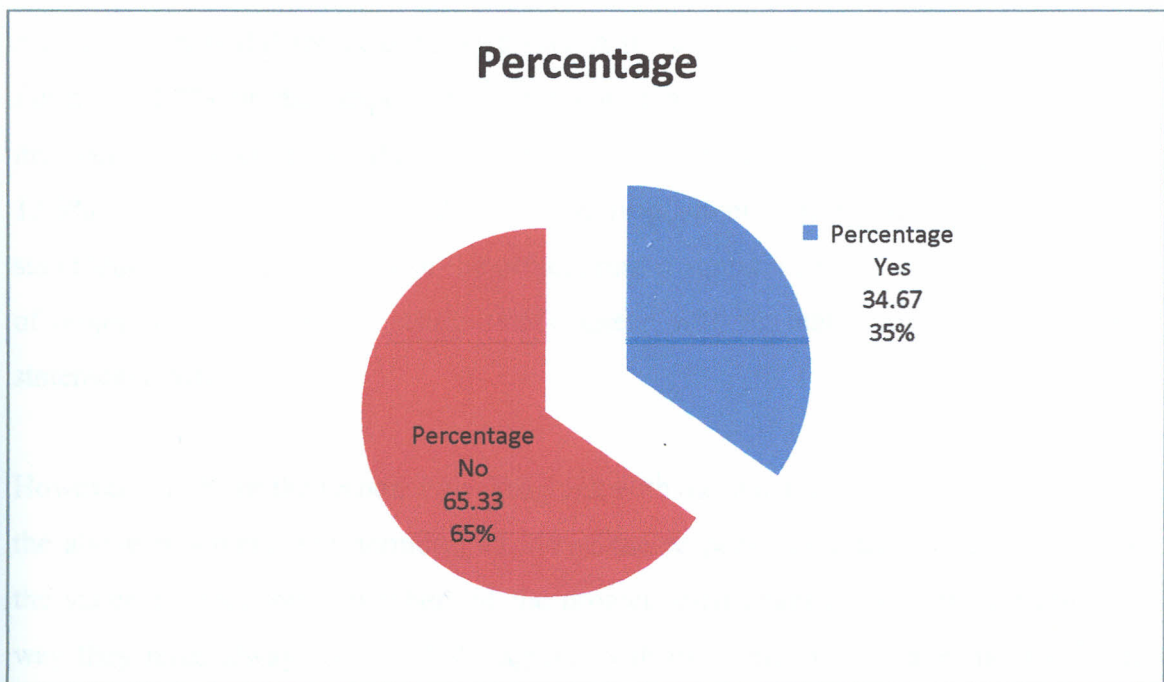
Source (Survey, 2011)

From table 4.4, 33.33% of the projects were forestry, 13.33 % were roads, 16% were water, 12% were sanitation, 10.67% were education, and 14.67% were bridges. This implied that majority of the projects undertaken were forestry which involved tree planting.

4.4.2 Management Courses Attended

This section shows the various management courses attended by the respondents.

Figure 4.2: Management Courses Attended



Source (Survey, 2011)

According to all the respondents interviewed, 34.67% had attended management courses while 65.33% had not. This implies that majority of the respondents had not attended any management courses.

4.4.3 Project Conceptualization

		Strongly Disagree	Disagree	A Little Agree	Agree	Strongly Agree	Total	Mean
Lack of skill	No	9	13	3	6	44	75	3.84
	%	12	17.3	4	8	58.67	100	
Illiterate	No	12	9	9	24	21	75	3.44
	%	16	12	12	32	28	100	
Rarely attend	No	13	16	3	18	25	75	3.01
	%	17.3	21.3	4	24	33.3	100	
Resist Change	No	13	13	8	10	31	75	3.44
	%	17.3	17.3	10.67	13.33	41.3	100	
Rubber Stamp	No	33	6	5	9	22	75	2.75
	%	44	8	6.67	12	29.3	100	

Source (Survey, 2011)

The results displayed in Table 4.4 presents the respondents' extent to which they agreed or disagreed with some statements asked them regarding the project conceptualization and performance of KKV projects.

According to the Table 4.4; 58.5% of the respondents interviewed strongly agreed that the project members did not have the necessary skills required and 12.3% strongly disagreed.

Further, 32.3% of the respondents interviewed agreed with the statement that most project members are illiterate and therefore do not contribute much in developing project teams while 12.3% disagreed. In addition, 32.3% of the respondents interviewed strongly agreed with the statement that some members of the project rarely attend meetings where ideas on development of project teams are fronted while 24.6% agreed with the statement and 4.6% agreed with the statement a little.

However, 21.5% of the respondents disagreed with the statement and 16.9% strongly agreed with the above statement. Furthermore, 41.5% of the respondents interviewed strongly agreed with the statement that some members of the project resist change and therefore things remain the way they have always been, 13.8% agreed with the same statement while 10.8% agreed to a little. However, 16.9% of the respondents either strongly disagreed with the same statement or

agreed. From the study it's clear that project conceptualization was not well done since many stakeholders were not involved in the initial stages when the idea was formed.

4.5 Project Planning

This section analysis the project panning influence on performance of KKV projects Githunguri District. This is done under the following area: descriptive statistics for project enrollment and number of projects and the respondents' views towards some statements on how project planning influence performance of KKV projects.

Table 4.6: Descriptive Statistics for Project Enrollment

Category	Average number of projects	Percentage	Average no. of registered members	Percentage
Forestry	14	46.67	225	45
Roads	6	30	80	16
Water	4	13.33	65	13
Sanitation	2	6.67	43	8.6
Education	2	6.67	50	10
Bridges	2	6.67	37	7.4
Total	30	100	500	100

Source (Survey, 2011)

The above table shows the number of projects and the number of registered members .Figure 4.3 indicates that 46.67% are forestry, 30% are roads 13.33% are water,6.67% are sanitation ,6.67% are education and 6.67 are bridges. It also indicates that 45% of the registered members are in forestry, 16% in roads, 13% in water , 8.6 % in sanitation, 10% in education and 7.4% in bridges. The study revealed that majority of the projects undertaken under the KKV were forestry.

Table 4.7: Projects Planning

		Strongly Disagree	Disagree	A Little Agree	Agree	Strongly Agree	Total	Mean
Project Planning	No	9	13	3	6	44	75	3.84
	%	12	17.3	4	8	58.67	100	
Work - Breakdown	No	12	9	9	24	21	75	3.44
	%	16	12	12	32	28	100	
Risk Planning	No	13	16	3	18	25	75	3.01
	%	17.3	21.3	4	24	33.3	100	
Members Involvement	No	13	13	8	10	31	75	3.44
	%	17.3	17.3	10.67	13.33	41.3	100	

Source (Survey, 2011)

Table 4.7 indicates the respondents view in regard to the influence of projects planning to the achievement of project goals. 58.5% of the respondents strongly agreed, 7.7% agreed, 4.6% agreed a little, 16.9% disagreed while 12.3% strongly disagreed. However, 27.7% of the respondents agreed strongly with the statement that lack of project breakdown structure in projects leads it failure, 32.3 % agreed, 12.3% agreed a little, 12.3% disagreed and 15.4% strongly disagreed. The study revealed that poor planning reduced the chances of successful attainment of project goals. The respondents cited that they were not involved in the project planning which they said was done at high levels denying the locals the chance you air their views.

4.6 Availability of Resources

This section brings out the respondents views on how availability of resources influence performance of the KKV projects in Githunguri District. This is presented under the following areas: sources of income in the projects besides the government grants, and the respondents extent to which they either agree or disagree with some statements on how availability of resources may influence development of schools strategic plan. According to the study, other than the Government grants, other sources of income for the projects were listed as follows: donor funds, grants, Income generating projects, parents and others

Table 4.8: Availability of Resources

		Strongly Disagree	Disagree	A Little Agree	Agree	Strongly Agree	Total	Mean
Plans	No.	38	9	3	4	21	75	2.48
	%	50.67	12	4	5.33	28	100	
Resources	No.	4	3	8	34	26	75	4.0
	%	5.33	4	10.67	45.33	34.67	100	
Teams	No.	4	3	5	28	35	75	4.16
	%	5.33	4	6.67	37.33	46.67	100	
Information	No.	4	3	4	29	35	75	4.17
	%	5.33	4	5.33	38.67	46.67	100	
Coordination	No.	2	3	5	31	34	75	4.23
	%	2.67	4	6.67	41.33	45.33	100	
Team-Spirit	No.	1	2	3	26	43	75	4.44
	%	1.33	2.67	4	34.67	57.3	100	
Land	No.	1	3	1	25	45	75	4.47
	%	1.33	4	1.33	33.33	60	100	

Source (Survey, 2011)

The results in the Table 4.8 above present the respondents extent to which they either agree or disagree with some statements on how availability of resources may influence development of schools strategic plan. According to the Table 4.8, 50.8% of the respondents interviewed strongly agreed that continuous quality improvement plans are too expensive for the projects to afford. Further, 34.9% of the respondents interviewed strongly agreed that availability of resources is a prerequisite to planning for project excellence.

Moreover, 46% of the respondents strongly agreed that availability of enough project teams leads to project performance. In addition, 49.2% of the respondents strongly agreed that information to all project members on development plans empowers them to work towards set objectives. This is in line with Barney (2001) view that resources are very central in determination of planning for projects. The study revealed that the top managers were to blame since the funds allocated for KKV projects had been converted into campaign tools and worse still the community was not included in the operations of the fund. The respondents recommended that to improve the performance of the KKV projects more funds should be pumped into the projects ,the youths should be educated first on the importance of agro-based projects which are more paying than relying on the others. The community also wanted their views to be included when planning for future projects.

4.7 Stakeholders Involvement

This section deals with stakeholders involvement in the performance of the KKV projects in Githunguri district.

Table 4.9: Stakeholders Involvement

		Strongly Disagree	Disagree	A Little Agree	Agree	Strongly Agree	Total	Mean
Identification	No	2	0	3	8	62	75	4.71
	%	2.67	0	4	10.67	82.67	100	
Mobilization	No	1	0	2	50	22	75	4.23
	%	1.33	0	2.67	66.67	29.33	100	
Motivation	No	3	2	3	32	35	75	3.79
	%	4	2.67	4	42.67	46.67	100	
Collective actions	No	8	0	5	22	40	75	4.15
	%	10.67	0	6.67	29.33	53.33	100	

Source (Survey, 2011)

The table above presents the respondents views towards some statements on how stakeholders involvement influences performance of KKV projects. According to Table 4.6, 83.1% of the respondents strongly agreed with the statement that identifying the needs and problems of the various groups leads to achieving project goals, while 10% agreed with the same statement. Further, 66.2% of the interviewed respondents agreed that lack to mobilize resources in advance has negative impact on project performance while 29.2% strongly agreed with the above statement.

Moreover, 46.2% of the respondents interviewed strongly agreed that assuming responsibilities to plan by all members motivates them into achieving goals and 43.1% agreed with the same statement. Finally, 53.8% of the interviewed respondents strongly agreed that assessing individual and collective actions greatly influence performance of the projects while 29.2% agreed with the same statement. This study was in agreement with what was previously indicated in this study that qualified workforce can offer strategic direction of a firm (Jackson, 2003). All stakeholders have to be involved in order for projects to succeed

4.8 Implementation

This section deals with implementation of projects and its influence on the performance of the KKV projects

Table 4.10 Implementation

		Strongly Disagree	Disagree	A Little Agree	Agree	Strongly Agree	Total	Mean
Baseline plans	No	3	2	12	17	41	75	4.21
	%	4	2.67	16	22.67	54.67	100	
Change	No	3	6	23	19	24	75	3.73
	%	4	8	30.67	25.33	32	100	
Performance	No	11	14	11	16	23	75	3.35
	%	14.67	18.67	14.67	21.33	30.67	100	
Communication	No	5	7	13	22	28	75	3.81
	%	6.67	9.33	17.33	29.33	37.33	100	

Source (Survey, 2011)

The table below represents the respondents' view in regard to how implementation influences performance of KKV projects in Githunguri District. According to the table 4.2% of the respondents strongly disagreed that executing baseline plan is very important while 54.2% strongly agreed. 4.2% strongly disagreed managing changes to the baseline plan is crucial in implementation while 31.9% strongly agreed. On the other hand 15.3% strongly disagreed that monitoring project progress influences performance while 30.6% strongly agreed. 6.9% of the respondents strongly disagreed that communicating project progress status to the members is vital while 37.5% strongly agreed.

The study revealed that due to implementation rush there were poor results in quality of work. Teams were not organized properly and the youths not educated on their roles in the KKV projects. The project teams were not effectively engaged to understand and manage their expectations and thus poor delivery of outcomes.

TABLE 4.11 Evaluation

		Strongly Disagree	Disagree	A Little Agree	Agree	Strongly Agree	Total	Mean
Formative summative	No	10	7	8	19	31	75	3.72
	%	10.33	9.33	10.67	25.33	41.33	100	
Important	No	3	8	4	20	40	75	4.15
	%	4	10.67	5.33	26.67	53.33	100	
Assist planning	No	1	5	8	14	47	75	4.35
	%	1.33	6.67	10.67	18.67	62.67	100	
Judgment	No	3	2	13	15	42	75	4.24
	%	4	2.67	17.33	20	56	100	

Source (Survey, 2011)

The table above postulates the respondents view with regard to how evaluation influences performance of KKV projects in Githunguri constituency. According to the table 13.9% strongly disagreed that both formative and summative evaluation are important in evaluating projects while 41.7% strongly agreed. 4.2% strongly disagreed that evaluation helps in problem solving and 52.8% strongly agreed. 1.4% strongly disagreed that evaluation assists in strategic planning and improving programs while 62.5% strongly agreed. 4.2% of the respondents strongly disagreed that evaluation provides stakeholders with judgements about the projects while 56.9% strongly agreed. The study stated that failure to evaluate the project size, scope and degree of difficulty the KKV projects failed to perform the targeted objectives in Githunguri District. Both formative and summative evaluation could have assisted the projects since the problems could have been identified.

4.9 Rating of Factors

This section postulates how the various factors influence performance of the KKV projects.

TABLE 4.12 HOW THE FACTORS AFFECT PERFORMANCE

Conceptualization	Rating	1	2	3	4	5	6	Total	Mean	Rate
	Freq.	20	19	14	12	6	4	75	2.69	1
	%	26.67	25.33	18.67	16	8	5.33	100		
Planning	Rating	1	2	3	4	5	6			
	Freq	33	16	10	8	5	3	75	2.27	2
	%	44	21.33	13.33	10.67	6.67	4	100		
Implementation	Rating	1	2	3	4	5	6			
	Freq	38	12	10	9	4	2	75	2.13	5
	%	50.67	16	13.33	12	5.33	2.67	100		
Stakeholders	Rating	1	2	3	4	5	6			
	Freq	29	24	8	7	5	2	75	2.21	4
	%	38.67	32	10.67	9.33	6.67	2.67	100		
Resources	Rating	1	2	3	4	5	6			
	Freq	46	12	8	5	3	1	75	1.8	6
	%	61.33	16	10.67	6.67	4	1.33	100		
Evaluation	Rating	1	2	3	4	5	6			
	Freq	33	16	10	8	5	3	75	2.27	2
	%	44	21.33	13.33	10.67	6.67	4	100		

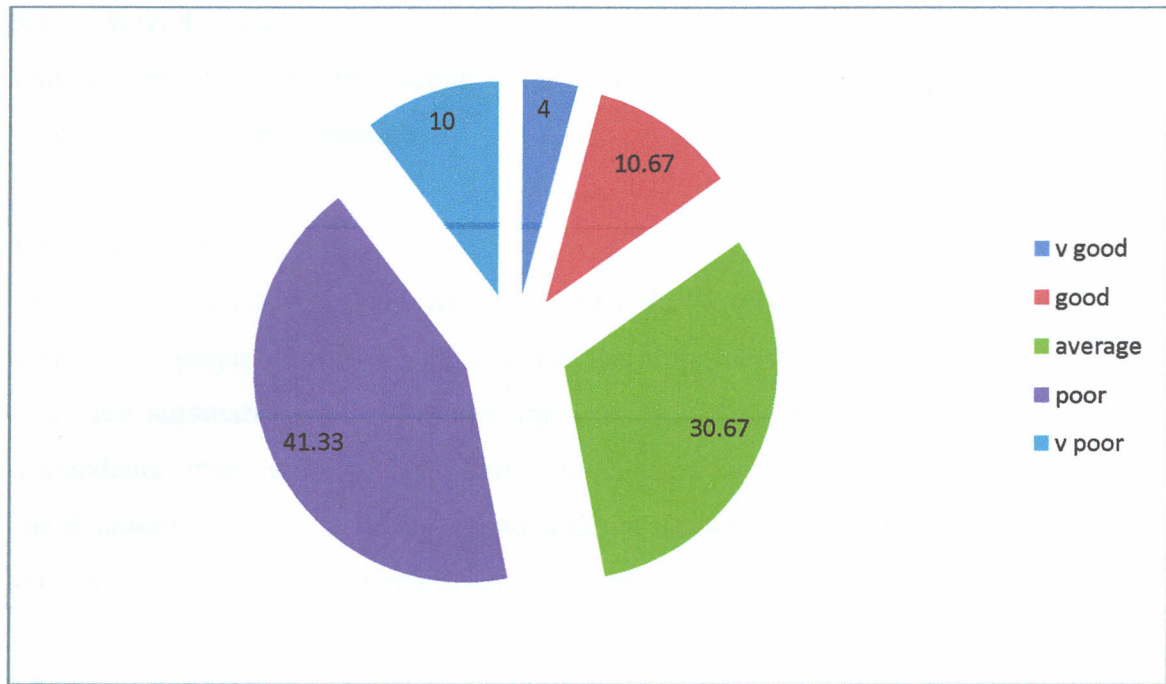
Source (Survey, 2011)

Table 4.12 shows the respondents view on the rating on how the various factors affect the performance of the KKV projects in Githunguri District. According to the table 26.67% of the respondents rated that conceptualization most affect performance while 5.33% it least affect. 44% viewed that planning most affect performance while 4% least affect. 38% of the respondents viewed that implementation most affect performance while 2% it least affect. On stakeholders involvement 29% most affect performance while 2% least affect it. 46% viewed that availability of resources most affect performance while 1% least affect. 44% responded that evaluation most affect performance and 4% least affect. This shows that availability of resources were mandatory in the performance of the KKV projects, followed by project implementation.

4.10 Rating Performance

This section deals with how the KKV projects were rated at the time of the study

FIGURE 4.5: Rating KKV Projects in percentages



Source (Survey, 2011)

The table 4.13 and Figure 4.5 above show the perceptions of the respondents towards the performance of the KKV projects in Githunguri district. The majority of the respondents felt that the performance was poor at 31(41.33%), 23 (30.67%) average and 3(4%) very good.

The study revealed that the KKV projects were performing poorly since all the objectives of the various projects were not met.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations, and suggestions for further research.

5.2 Summary

The main purpose of this study was to establish the factors influencing the performance of Kazi Kwa Vijana projects in Githunguri District. Based on the study's objectives, the findings of this study are summarized below as per the variables. The study revealed that majority of the respondents interviewed were Certificate holders at 42.67% while the rest had other qualifications such as, Diploma, Graduates, or Master. This indicated that they lacked the knowhow and the skills required to carry out the projects at hand.

5.2.1 Types of projects

It was established by the study that majority of the projects sampled were forestry at 33.33%, bridges 14.67%, roads 13.33 %, education 10.67% and sanitation at 12%. This indicated that majority of the projects undertaken were forestry Furthermore, the study found that majority of the members interviewed had not attended any management course since 34.67 % had some management courses while 65.33% had not. The study established that the average enrollment of members in the sampled projects. In addition, the project that had the lowest enrollment had two members while the project with the highest enrollment had 14 members.

5.2.2 Project Conceptualization

The study revealed that the community did not have the necessary skills required for developing management procedures, 58.67% of the respondents interviewed strongly agreed that most members were illiterate and therefore did not contribute much in the formulating of plans. In addition, according to the study, 33.33% of the respondents interviewed strongly agreed that some members rarely attend meetings where ideas of the project plans are fronted. Also 41.33% of the respondents interviewed strongly agreed that some members of the project resist change

while 29.33% strongly agreed that some members of the project just rubber stamp project manager's decision as long as they got their allowances after the meetings and therefore things remain the way they have always been. Failure to include the projects members by the Ministry during the project conceptualization was lamed for the failure of the projects.

5.2.4 Project Planning

According to the respondents, project planning influenced the performance of the KKV projects in that 44% of the respondents strongly agreed that project planning lead to achievement of project goals of completion within time and resources. 32% of the respondents interviewed agreed that projects lack work breakdown structure that leads to project failure, while 33.33 % of the respondents strongly agreed that risk planning motivates project members and lead to achievement of project goals. Moreover, most of the respondents interviewed strongly agreed that risk planning motivates project members and leads to project success. On the other hand 41.33% strongly agreed that members' involvement in budget development and time estimation motivates them and leads to achievement of project goals. The respondents cited that failure to plan failed the projects.

5.2.5 Availability of Resources

According to the respondents continuous quality improvement plans is too expensive for the projects to afford this was indicated by a strongly agreed 28%. Further, 45.33% of the respondents agreed that availability of enough resources are a prerequisite to planning for project excellence. Moreover, 46.67% of the respondents strongly agreed that availability of enough project teams for all categories is a base to project's good performance. In addition, 46.67 % of the respondents strongly agreed that information to all project members on development plans empower them to work towards set objectives. Further, 57.3% of the respondents interviewed strongly agreed that full time coordinator motivate youths to meet set targets. Finally, 60% of the respondents strongly agreed that land for expansion was necessary while drawing development for projects.

5.2.6 Stakeholders Involvement

In the study 82.67% of the respondents strongly agreed that identifying the needs and the problems of the various groups leads to achieving project goals, 66.67% of the respondents agreed that lack to mobilise resources in advance has negative impact on project performance. Moreover, 46.67% strongly agreed that the individual and collective actions greatly influence performance of the projects and 53.33% strongly agreed that assessing the individual and collective actions greatly influence performance of the project. In order to achieve a common goal all the stakeholders must be involved in every stage of the project came out clearly.

5.2.7 Implementation

The respondents were in agreement with the importance of executing baseline plans at 54.67%. In addition, 30.67% a little agreed that managing changes to the baseline plan is crucial in implementation while 30.67% of the respondents strongly agreed that monitoring project progress influences performance and lastly 37.33% of the respondents strongly agreed that communicating project progress status to the members is vital. Implementation rush was blamed for the failure of the projects which resulted to poor results.

5.2.8 Evaluation

In the study 41.33% of the respondents strongly agreed that both formative and summative evaluation are important in evaluating projects, 53.33% of the respondents strongly agreed that evaluation helps in problem solving, 62.67% strongly agreed that evaluation assists in strategic planning and improving programs and lastly 56% strongly agreed that evaluation provides stakeholders with judgements about the projects worth. Regarding the performance of the KKV projects the study portrayed that 41.33% of the projects were performing poorly in the district because the factors affecting their performance had not been looked into keenly. All form of evaluation should be carried out to ensure corrective measures are taken where need be.

5.3 Conclusion

The study established that project conceptualization influence performance of projects. According to the findings there was never a clear understanding of exactly what had to be done. This was in contrast with (Martin & Tate 2001) the rationale of conceptualization is to

identify, align, and select worthwhile projects the goal of initiation is to set the direction for the project; what the project is expected to accomplish; and to define any constraints of the project.

Project planning influence performance of the projects since according to the findings the failure of the KKV projects was blamed on poor planning. Moreover, none of the sampled projects had a plan. According to Pinto (2000) planning entails the following: determining how to plan developing the scope statement; selecting the planning team; identifying deliverables and creating the work breakdown structure; identifying the activities needed to complete those deliverables and networking the activities in their logical sequence;

According to the findings project implementation influence performance of the KKV projects since implementation rush was also a factor leading to the failure. According to Lambert, (1996) timely implementation applies during the course of implementation as well. While plans may not always be adhered to due to several extenuating circumstances, the project team should in as far as possible, ensure that activities are conducted at set times to avoid "implementation rush" towards the end of the project when all outstanding activities will be pushed for implementation. This practice often results in poor quality of work and fatigue for the project team, stakeholders, and project beneficiaries, who would often be required to attend workshops, week in week out. Consequently, it was revealed by the study that adherence to stakeholders' involvement in management policies influence performance of the KKV projects since failure to involve them, identifying the needs and problems of the various groups lead to achieving no project goals. Moreover, members' involvement in decision making greatly influence the performance of the projects. This is in line with FAO (1997) studies, small informal groups consisting of members from similar socio-economic backgrounds are better vehicles for participation in decision-making and collective learning than heterogeneous, large scale and more formal organisations.

The study established that availability of funds influence performance of the KKV projects since the failure of these projects was also pointed at misuse of funds. According to Cleland (1999:4), a project consists of a combination of organizational resources pulled together to create something that did not previously exist and that will provide a performance capability and the design and execution of organizational strategies. Projects had a distinct life cycle, starting with

and idea and progression through design, engineering and manufacturing or construction, through to used by the project owner.

Lastly the project established that evaluation influence performance of the KKV projects . The appraisal process involves evaluation of the following aspects of the project: technical feasibility, financial and economic viability, institutional capacity, social, and distributional concerns, and environmental soundness (Lane, 1999). This was not the case with the KKV projects in Githunguri district.

5.4 Recommendations

From the findings of the study that there was a major outcry in the performance of the projects the following recommendations were made:

a) The study recommends that the community of project practitioners, researchers, academics and national governments should collectively develop a theoretical paradigmatic framework to guide projects. Project designs should take into account, the systemic nature of KKV projects, the various issues, interrelationships, constituencies, and stakeholders that play the various roles in implementing them.

b) Project practitioners and organizations should develop flexible and adaptive project designs and plans to accommodate changing environment and emerging challenges at any stage during the course of the project. Plans and designs must be based on local realities and capacities.

c) Project designs, implementation and monitoring and evaluation processes should be built on principles that respect local community values.

d) Economic development projects should be contextually designed to address local priorities. Project designs should be built on local values and prevailing community social processes, experiences and coping mechanisms. Project design frameworks must be built on methodologies that seek to reflect and establish current practices, their strengths, weaknesses, and opportunities.

5.5 Suggestions for Further Research

The following areas need further investigation:

1. A study could be conducted to establish whether the decreasing project performance is due to lack of community ownership and how to address the identified challenges, would go a long way in charting the project way forward.
2. Related research to this one could be conducted on the performance of HIV and AIDS programmes in Kenya.

5.6 Limitations of the study

The researcher encountered the various limitations

- i) The rainy season made the time of collecting data hectic
- ii) Majority of the youths had abandoned KKV projects thus had a negative attitude.

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SECTION B: Project Conceptualization

7. Category of your project

- Forestry []
- Roads []
- Water []
- Sanitation []
- Education []
- Bridges []

8. Have you attended any management course?

- i) Yes []
- ii) No []

9. If your answer to (8) above is yes

a) Which course? _____

b) Which year _____

10. The table below represents statements regarding KKV projects conceptualization. Rate your level of agreement with the statement by ticking on the appropriate column according to the scale below,

SA- (Strongly Agree) =5, A- (Agree)= 4, AA-(A little Agree) =3, D- (Disagree)=2, SD - (Strongly Disagree)=1.

Statements	SA	A	AA	D	SD
1. Project members lack skills for developing effective management procedures					
2. Majority of the members do not contribute much in developing project teams.					
3. Members miss meetings where project scope and size are discussed					
4. Some members prefer maintaining status quo rather than degree of difficulty of the projects					
5. Some members rubber stamp what the project manager says provided they earn their allowances.					

11. How has project conceptualization affected performance of Kazi Kwa Vijana Projects in Githunguri district?

SECTION C: Project Planning

12. How many KKV projects are currently in your area? _____

13. How many in each category?

Category	Number of projects	Number of registered members
Forestry		
Roads		
Water		
Sanitation		
Education		
Bridges		

14 .The table below has statements on how planning influence the performance of KKV projects school. Rate your level of agreement with the statement by ticking on the appropriate column according to scale below.

SA- (Strongly Agree) =5, A-(Agree) =4, AA- (A little Agree) =3, D- (Disagree) =2,

SD - (Strongly Disagree) =1.

Statement	SA	A	AA	D	SD
1. Project planning lead to achievement of project goals of completion within time and resources					
2. Lack of a work breakdown structure in project leads to failure of projects					
3 Risk planning motivates project members and lead to achievement of project goals					
4. Members involvement in budget development and time estimation motivates them and lead to achievement of project goals.					

15. How else has planning influenced project performance ?

SECTION D: Availability of Resources and Performance

16. Apart from the government grants, which are the other sources of income for your project?.

- i) County council grants []
- ii) Income generating projects []
- iii) Parents []
- iv) Donor funds []
- v) Any other (specify) []

17. The table below gives some statements regarding availability of resources and their influence on performance of the KKV projects. Rate your agreement with the statements according to the scale below.

SA- (strongly Agree)=5, A-(Agree)=4, AA- (A little Agree)=3, D-(Disagree)=2, SD-(Strongly Disagree)=1

Statements	SA	A	AA	D	SD
1. Continuous quality improvement plans are too expensive, the project cannot afford.					
2 .Availability of resources are a prerequisite to planning for project excellence					
3. Availability of enough project teams for all categories is a prerequisite for project excellence					
4. Information to all project members on development plans empowers them to work hard to achieve their objectives.					
5 Fulltime coordinator motivates youth to meet their targets					
6. Team spirit, discipline, and commitment influences the type of development undertaken in a project.					
7 .Availability of land for expansion is necessary while drawing development plans for projects.					

18. How else has availability of resources influenced the performance of the Kazi Kwa Vijana projects in Githunguri district?

SECTION E: Stakeholders Involvement Influences Performance of KKV projects.

19. The table below presents statements on how stakeholders involvement influences performance of the KKV projects

Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

SA – (Strongly Agree) = 5, A – (Agree) =4, AA – (A little Agree) =3, D – (Disagree) =2, SD – (Strongly Disagree) = 1

	STATEMENTS	SAY	A	AA	D	SD
1	Identifying the needs and problems of the various groups leads to achieving project goals					
2	Lack to mobilize resources in advance has negative impact on project performance					
3	Assuming responsibilities to plan by all members motivates them into achieving project goals .					
4	Assessing the individual and collective actions greatly influence performance of the projects					

20. How else has stakeholders involvement influenced the performance of the Kazi Kwa Vijana projects in Githunguri district?

SECTION F: Implementation Influences Performance of Projects

21. The table below presents statements on how implementation influences performance of the KKV projects

Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

SA – (Strongly Agree) = 5, A – (Agree) =4, AA – (A little Agree) =3, D – (Disagree) =2, SD – (Strongly Disagree) = 1

	Statement	SA	A	AA	D	SD
1	Executing baseline plan is very important					
2	Managing changes to the baseline plan is crucial in implementation					
3	Monitoring project progress influences performance					
4	Communicating project progress status to the members is vital					

22. How else has implementation influenced the performance of the Kazi Kwa Vijana projects in Githunguri district?

SECTION G: Evaluation Influences Performance

23. The table below presents statements on how evaluation influences performance of the KKV projects

Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

SA – (Strongly Agree) = 5, A – (Agree) =4, AA – (A little Agree) =3, D – (Disagree) =2, SD – (Strongly Disagree) = 1

	Statements	SA	A	AA	D	SD
1	Both formative and summative evaluation are important in evaluating projects					
2	Evaluation helps in problem solving					
3	Evaluation assists in strategic planning and improving programs					
4	Evaluation provides stakeholders with judgements about the projects worth					

24. Is there evaluations done to the projects? Yes _____ No _____

If yes state which ones

25. Please rate the following factors as to which least affect performance to the most affecting (1-most affecting to 6- least affecting)

Factor	Rating
Conceptualization	
Planning	
Implementation	
Stakeholders involvement	
Availability of resources	
Evaluation	

26. Rate the Performance of KKV projects in Githunguri District? Tick where appropriate
V.GOOD =5,GOOD =4, AVERAGE =3, POOR =2, V. POOR 1

Very Good	
Good	
Average	
Poor	
Very Poor	

27. What recommendations do you have on what should be done to improve the performance of Kazi Kwa Vijana projects in Githunguri district?

_____THANK YOU_____

Appendix 2: Research Budget

	<u>ITEM</u>	<u>SUB-TOTAL(SHS)</u>	<u>TOTAL(SHS).</u>
a)	Stationery 1 Ream	500.00	
b)	Typing & Printing costs@ 20 per page	6000.00	
c)	Photocopies charges	2500.00	
d)	Report binding costs	500.00	
			9500.00
e)	Travelling costs		
	i)To meet the respondents 93 of them, 4visits/per day for 14days=500*14	7,000.00	
	ii) Questionnaire pre-testing day 500*4 officers =	2,000.00	
	iii) Subsistence allowance for an officer @300 for 30days	9,000.00	
			18,000.00
f)	Consultations/Travelling costs to Nairobi		6,000.00
i)	Telephone and e-mail services		3,000.00
j)	10% Contingencies		5,050.00
	TOTAL		<u>41,550.00</u>

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