FACTORS INFLUENCING PERFOMANCE YOUTH TRAINING CENTRES IN KENYA: A CASE OF MACHAKOS COUNTY

BY

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DECLARATION

STUDENT DECLARATION

This research project is my original work and has not been presented to any other institution.

Sign: ....   **Date:** ....

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SUPERVISOR DECLARATION

This research project has been submitted with my approval as the university supervisor

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DEDICATION

This research project is dedicated to my loving wife Carol and daughters Karembo and Cynthia who have been of great moral support. Their patience, love and understanding during this time inspired me to go through this work successfully

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LIST OF ABBREVIATIONS

C.B.O   Community Based Organization

D.S.S.O   District social services Officer

HR   Human Resource

N.G.O   Non-governmental Organization

T.Q.M   Total quality management

PM   Project Management

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ABSTRACT

Project performance is a sum of product performance and process performance. Measuring project performance allows the project team to fix attainable and realistic project goals. This study aimed to investigate the factors influencing performance of youth training centres in Kenya. The study was guided by the following specific objectives: To determine how strategic planning influence performance of youth

training Centres in Kenya; To determine how stakeholder involvement influence performance of youth training Centres; To establish how skills influence performance of youth training Centres in Kenya and to examine how funding influence performance of youth training Centres in Kenya. This study is grounded on institutional theory, agency theory and financial systems model theory. The research design used was descriptive research design and the study adopted the stratified random sampling technique . Target population was 390 and a sample size of 117 respondents. Both structured and unstructured questions were administered in form of a questionnaire. Data was analyzed using qualitative techniques and presented through tables. The open ended questions were discussed also and the findings presented. The major findings revealed that (79%) of the respondents indicated that they were not confident in the project leadership; the responses further showed that (66%) agreed that the meetings were well communicated; furthermore, the findings revealed that (89%) stated that there were adequate training programs to the project members. Lastly, 23% of the respondents agreed that there was adequate funding. The findings revealed that all of the respondents felt that the disbursement of fund was very important and that the project would stall if project funds were not availed. The findings were analyzed using SPSS and Microsoft Excel spreadsheets and presented using tables and structured discussions.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Organizations have an important role in our daily lives and therefore, successful organizations represent a key ingredient for developing nations. Thus, many economists consider organizations and institutions similar to an engine in determining the economic, social and political progress. Organization providing Training education improves functional and analytical ability and thereby opens up opportunities for individuals and also groups to achieve greater access to labour markets and livelihoods. A better educated labour force is essential if we are to meet the labor supply requirements of faster growth. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life.

In developing countries like India the population growth of India has declined over many years, yet the labour is projected to grow by close to 2% or some 7 million or more per year over next few years. Modernization and social processes have also led to more women entering the work force lowering the dependency ratio (ratio of dependent to working age population) from 0.8 in 1991 to 0.73 in 2001 and is expected to further decline to0.59 by 2011.Skills and knowledge provided by Youth Training Centres are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization In the new

knowledge economy the skill sets will include professional, managerial, operational, behavioral, inter personal and inter functional skills.

Performance of projects in Youth Training Centers has become the primary unit of performance in high performance organizations (Jon, 2009). Many studies have been conducted in an attempt to isolate the factors that contribute most directly to performance of development projects through organizations. An organization is viewed as a mature group comprising people with interdependence, motivated and a shared commitment to accomplish agreed upon goals. Organizations have continuously failed to achieve their objectives due to inadequate employee participation in performance of projects (Robin, 2007).

In Africa, sizeable and persistent share of the informal sector employment is an important questions concerning the role of informal vocational learning. Many African countries the predominant source of vocational education or training is conveyed in a so-called traditional or informal apprenticeship system, outside formalized vocational or despite taking place in the informal sector, these traditional or informal apprenticeships have some locally standardized structure and duration, and are based on some contractual agreement between the patrons of small local businesses/the craftsman and the trainee. During the training period apprentice receive no or only little remuneration, and may even have to pay a fee to the trainer the training is generally entirely work-based, but it may follow an informal training plan (ILO 2012).

Most youth tends to be affected disproportionally from difficult demographic and economic conditions hampering access to the labor market and, in particular, to stable and well-paid jobs. However, comparative studies can show that institutions and therefore public policies make a difference. Well-designed pathways from school to work can help young people to make a successful transition and prevent societal and

individual, potentially persistent damages from spells of unemployment or exclusion at a young age.

First, flexible or informal entry jobs constitute a first step into the world of work. But they can only be considered good jobs if they create options for mobility to better paid and more stable jobs. In institutional terms, this implies that institutional reforms need to overcome deeply segmented labor markets with high obstacles for transition from temporary to permanent jobs or from informality to formality.

Second, education and training systems are a major factor structuring the pathway from school to work. General education at the primary and secondary level provides the necessary foundation, but available evidence shows that vocational training, in particular in a dual fashion, is able to establish an early link with employers, acquire skills relevant in the labor market and to move to skilled permanent positions later on. Comparing vocational schooling on the one hand and dual apprenticeship systems on the other, the evidence suggests that a smooth and timely transition from school to work without encountering major breaks can best be achieved via dual vocational training.

In Kenya, according to Technical and Vocational Education and Training Bill (2012), institutions offering TVET are organized at five levels namely: Vocational Training Centers (VTCs), Technical Colleges, Technical Teacher Training Colleges, National Polytechnics, and Technical Universities established in accordance with the provisions of the Universities Act (2012). Existing evidence shows that Kenya lays a lot of emphasis on the relevance of TVET in meeting the needs of the labor market with concerns about students' preparation for work and the impact of education on productivity and competitiveness. However, anecdotal evidence suggests that although enrolments in TVET institutions have been declining over the years Church

sponsored youth polytechnics and institutions enjoy high enrolment and great demand for their graduates. The high enrolment has been attributed to factors such as notions of access, flexibility in curriculum and teaching methodology, cost effectiveness, good student-teacher relationships and equal opportunity.

Youth polytechnics, Machakos County namely kithayoni, Lumbwa, Kimutwa, Ngelani, and Yathui had carried out several tasks but did not achieve their desired objectives due to poor employee participation in implementing projects. The project had been having problems since its beginning however due to poor management. The project has not been able to achieve its goals, through decision making, employee motivation, organizational image and communication. The projects deals with helping the youths get access to a better way of life and education, the youth are able to get finance assistance for them to start their own businesses and even the organization purchases equipment for the youth and provide training at the center so that the youths are able to acquire skills in various fields like Dress making, masonry ,motor vehicle technology, Food Technology and Electrical installation. Due to poor management by top managers, it has become quite difficult to undertake the activities of the project hence not achieving its objectives at the long run.

According to Bennet (1997) employee relations are mainly affected by managerial and internal communication. Properly hornets and managed employees have high potential for success. Organizational leaders significantly contribute to the success in promoting spirit of achievement that brings winning performance. Key elements in ensuring success of the project include communication and total trust among employees Misat (2008). However in the absence of this and more, organizations have failed to deliver what was expected of them. In fact many companies have realized to

their sorrow that employees have stunted their growth and introduced unnecessary bureaucracy and politics in what could easily have been a straight forward activity. Failure of organization originality is because organizations are made up of all sorts of people different from each other that could bring variations. Although much premium has been put on having people in an organization work as one, it is clear that if employees are not properly managed, they can eliminate individual effort and initiative besides stifling personal autonomy. Workers who are forced to think in a uniform manner have low productivity and any new ideas they have will be stifled (KASNEB News line, 2008).Arising from the above, it would be appropriate for managers' appropriate ways of handling employees that have positive implications in their work performance. Therefore, the study makes an attempt to empirically disclose the factors influencing performance of youth training projects, an area that has not been subject for research by many researchers.

1.2 Statement of the Problem

For some time there has been little concern about employees' issues on implementation of projects among organizations undertaking youth projects. This has resulted to problems among organizations leading to delayed reports, conflict between staff, poor performance, poor image of the staff and lack of confidentiality. Even though we expect negative and positive output within organizations, it is important to achieve organizational goals and this involves improving on the poor employee participation that has led to low achievement of objectives. There has been poor leadership styles in the implementation of development projects where the leaders lack enough skills to carry out tasks, the organization is also faced with the issue of decision making whereby the top management do not agree completely when it comes to making final decision which has attributed to lack of efficiency. There is also the

problem of communication system whereby there is no flow of communication channels and also the organization lack enough funds to implement its projects.

Many youth training centers in Machakos county have been in existence since 2010 when the new constitution was promulgated that placed vocational training as a devolved function and therefore under County government. The research was therefore to try and identify the factors that are contributing to the Polytechnics performance.

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1.3 The Purpose of the Study

The purpose of this study was to establish the factors influencing performance of the Youth Polytechnics in Machakos County.

1.4 Specific Objectives

The study was guided by the following specific objectives:-
1. To determine how strategic planning influence performance of Youth Polytechnics in Machakos County.
2. To determine how stakeholder involvement influence performance of the Youth Polytechnics in Machakos County.
3. To establish how skills influence performance of the Youth Polytechnics in Machakos County.
4. To examine how funding influence performance of Youth Polytechnics in Machakos County.

1.5 Research Questions

To address the above issues the study came up with the following questions;
1. How does strategic planning influence performance of Youth Polytechnics in Machakos County?

2. How does stakeholder participation influence performance of Youth Polytechnics in Machakos County? Lo

3. How do skills influence performance of Youth Polytechnics in Machakos County?

4. .How does funding influence performance of Youth Polytechnics in Machakos County?

1.7 Significance of the Study

The information of the study may be used by the development Centres to make policies, develop logic based plans not assumptions on projects, insist on specific project objectives and address the soft issues of employees & leadership. The county government will be able to reduce costs because plans and policies will be formulated well. The government also will be able to help the development centers to improve their performance. Project managers will get to know and also get the ideas of managing employees in their centers; hence they will be able to improve their skills in managing them in their centers while implementing their projects.

1.8 Delimitations of the study

The study will concentrate on the Machakos central sub-county development centers assessing the factors influencing the performance of youth training Centres in Kenya. The research is expected to take duration of three months to be completed.

1.9 Limitations of the Study

Getting the information from the staff may be an issue because the employees may not be willing to open up for fear of victimization. The respondents will however, be

assured of confidentiality of the information through giving them authorization letter from the university to prove that the research is only for academic purposes.

1.10. Assumption of the Study

The study assumed the respondents gave honest information and data collected was true/

1.11 Definition of significant terms

Strategic planning- is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy. It may also extend to control mechanisms for guiding the implementation of the strategy.

Stakeholder Participation - the process by which an organization involves people who may be affected by the decisions it makes or can influence the implementation of its decisions.

Skills -An ability and capacity through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job function involving ideas(cognitive skills),things technical and people(interpersonal skills)

Funding- Availability and sources of all the resources needed in the performance and completion of the project based on the budget.

Performance -Bringing together different individuals who know and can do different things and other resources, pooling and using the diverse knowledge and skills of their employees to accomplish desired goals

1.11 Organization of the study

This study has five chapters. Chapter One covers the background of the study, statement of the problem and purpose of the study. This is followed by research objectives, research questions, justification of the study, limitations of the study, delimitations of the study, significance of the study, definition of significant terms and concludes with the organization of the study.

Chapter Two covers literature review from various sources to establish work done by other researchers, their findings, conclusions and identification of knowledge gaps which forms the basis of setting objectives and research questions of the study. The theoretical and conceptual frameworks are also explained.

Chapter Three covers the research design, target population of the study, sample size and sampling procedures. This is followed by data collection procedures, data collection instruments, validity of instruments, reliability of instrument, data analysis techniques, ethical considerations and concludes with operational definition of variables.

Chapter Four shall cover findings from data analysis, presentation of findings and interpretation of findings. It is will be concluded with summary of the chapter.

Chapter Five will cover summary of findings, discussion, conclusions and recommendations of the study. It is will be concluded with suggested areas for further research and contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the theoretical literature used in the study, presents a review of the critical literature, gives the summary and gaps to be filled and finally presents the conceptual framework of the study.

2.2. Project performance

Project performance is important in the modern day workplaces as organizations are under pressure to do more and more work. They devote a lot of time, money and energy on projects in the expectation that their impact on the bottom line will eventually justify the cost incurred KASNEB News line (2008). Companies believe that teams provide the potential for producing products and faster service delivery and at a low cost and with high quality. One assumption underlying current interest in organizations is the belief that performance of projects can contribute to the loss of important strategic resource of the postindustrial era, namely knowledge (Ghosh, 2002).

Whether solving production problems, creating new products or mapping strategy, organizations need access to knowledge that is at the same time highly specialized. This is the reason why companies are intensely interested in implementing a project to its end. Organizations bring different individuals who know and can do different things. They are a means of pooling and using the diverse knowledge and skills of

their employees to accomplish mutual goals (Taylor,1947). According to KASNEB News line (2008), it is no longer sufficient for an individual to do his piece of work unless it contributes to the organization and the business units success. They say that it is the responsibility of all performers, particularly the good ones, to make sure that their own work is integrated with that of others and that the performance of others is addressed. Therefore the researcher studied on certain variables that helped him to come up with the literature.

2.3 Strategic Planning and Project Performance

Strategic planning is a systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them (Adeleke, 2008). Strategic planning begins with the desired-end and works backward to the current status, in contrast to long term planning which starts at the current status and lays down a path to meet future needs. Formulation of an effective strategy, making the strategy work and implementing it throughout the company is a difficult task (Hrebiniak, 2005). Developing a vision statement is often considered as the first step in strategic planning process (Fredrick, 2004).

Strategic planning helps determine the direction and scope of an organization over the long term, matching its resources to its changing environment and, in particular, its markets, customers and clients so as to clients so as to meet stakeholder expectations (David, 2009). In addition, Blair (2000) stated that strategic planning defines and accomplishes the basic directions and rationale for determining where an organization should head and provides the specifications against which any organization may best decide what to do and how to do it, thus strategic planning is a process for creating

and describing a better future in measurable terms and the selection of the best means to achieve the desired results.

Beardwell (1994) asserted that strategic management means drafting, implementing and evaluating cross functional decisions that will enable an organization to achieve its long-term objectives. It specifies the organization's mission, vision and objectives and then allocates resources to achieve these objectives. The strategic management process is made up of three main components: strategy formulation, strategy implementation and strategy evaluation (PMBOK, 2010). Nevertheless, it also emphasizes on analysis of external and internal environment of a company in order to achieve the company's objectives (Mohamed et al., 2010).

Strategic planning has become crucial across all industries today, partly due to the pressure to achieve the manifesto given to the electorate and the increase in uncertainty. Thus, strategic planning is useful not only because it can realize the vision of the upper management or it can mitigate unforeseen risks; it also has many more benefits (Kazmi, 2008). Strategic planning constitutes an important path to successful institutional operations. Leaders realize, understand, and implement strategic planning in different ways. Significant knowledge concerning strategic planning exists in the context of large organizations, where as little knowledge is developed concerning strategic planning in the context of small businesses (Jensen, 1976).

Helmig (2009) is of the opinion that strategic planning can contribute to performance by generating relevant information, by reducing uncertainty and by creating a better understanding of the important environment. Based on the previous findings of the

researchers, Evnett (2003) argued that the theorists of strategic management have recommended strategic planning as an essential tool for managers. Generating a greater understanding of the process of planning initiation is of interest and importance to both practitioners and theorists (Blair, 2000). Mostly the strategic management scholars concern with variables as organizational structures and processes, business environments and performances of businesses and investigate planning in businesses (Johnson, 2008).

In conclusion, some studies found positive relationships while some studies found negative relationships between strategic planning and performance. Similarly several studies did not even find any relationship between strategic planning and performance at all and in current days its relationship in the context of smaller enterprises has not been given much attention in existing research (Fletcher et al., 2002; Kraus et al., 2006; Veskaisri et al., 2007). But the literature analysis tends to support a positive relationship between strategic planning and performance.

The principles of strategic planning should have universal application, but there may be national differences in strategic planning, country dependent influences from business culture, and influences from different national policies (Omondi, 2010). Studies on the links between strategic planning and firm performance have shown strong and consistent bias toward western context organizations, mainly in the U.S. and Western Europe. Starting in the 1980s, public organizations adopted the ideas of corporate- style strategic planning and applied these in communities and government agencies worldwide. Many writers in the area hold that to be successful, the planning and implementation process should have specific elements that reflect the unique nature of the organization and its environment (Bannet, 1994).

2.4 Stakeholder Participation and Project Performance

Stakeholders are persons or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively (World Bank Report, 2011). Stakeholders generally include locally affected communities or individuals, national or local government authorities, politicians, religious leaders, civil society organizations and groups with special interests (Howard, 1988).

According to Hrebbinak (2005), community based projects put into perspective all the strategic objectives of the beneficiary community hence affecting a lot of people. When identifying affected stakeholders, a systematic approach often works well, starting with delineating the project's geographic sphere of influence (Abdulaziz, 2006). Associated facilities and areas including transport routes and areas potentially affected by cumulative impacts, or unplanned but predictable developments. The Constitution of Kenya set out national values in Article 10 which include citizen participation at all levels especially for government sponsored projects.

It is not practical to engage with all stakeholder groups with the same level of intensity all of the time (Hough, 2008). Nevertheless, a clear understanding of who to engage and at what point before commencing with project work can help save both time and money. This requires prioritizing the stakeholders and, depending on who they are and what interests they might have, figuring out the most appropriate ways to engage (Armstrong, 2006). Stakeholder analysis should assist in this prioritization by assessing the significance of the project to each stakeholder group from their perspective, and vice versa (Leopold, 2005).

Identifying stakeholder representatives and consulting with and through them can be an efficient way to disseminate information to large numbers of stakeholders and receive information from them (Bolton, 1998). Legitimate stakeholder representatives could be, but are not limited to: elected representatives of regional, local, and village councils; traditional representatives, such as village headmen or tribal leaders; leaders (chairmen, directors) of local cooperatives, other community-based organizations, local NGOs, and local women's groups and religious leaders (Gunasekaran, 2004).

Johnson (2008), states that an empowered representative group is the best faction to conduct strategic planning but strategic thinking must involve personnel at the highest level of an organization. Meeting with stakeholders is aimed at maintaining already established good relationships that require a long-time-horizon (Armstrong, 2006). Project leads should invest in hiring and training community liaison staff and see the value of consistently following through on their commitments to stakeholders. They invest in translating information about their project into languages and formats that make sense to the local population and do an ongoing basis. They make the effort to personalize relationships through informal and social interactions, and work through their employees to build links to local communities. They take grievances seriously and deal with them in a reliable and timely manner. They listen more and learn.

According to the PMBOK (2010) stakeholders are persons or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively. The Project Management Institute, PMI guide identifies stakeholders as individuals, groups, or organizations who may affect, be affected by, or perceive itself to be affected by a

decision, activity, or outcome of a project, program, or portfolio. Torrington (2005) added that stakeholders may include locally affected communities or individuals and their formal and informal representatives, national or local government authorities, politicians, religious leaders, civil society organizations and groups with special interests, the academic community, or other businesses.

According to Frey (1999), engaging stakeholders does influence project strategies since those persons impacted by the change and consulting firms often have very different views of the success or failure of major change projects Engagement with the stakeholders is vital, since some projects that are installed rather than implemented, thus the result is that the potential benefits fail to be fully realized (Goal, 1987). The process of identifying and engaging with stakeholders from the start of the project determines the degree to which stakeholders commit to the project objective.

2.5 Skills and Project Performance

Staff competencies are the measurable or observable knowledge, skills, abilities, and behaviors critical to successful job performance (Brooks, 1988). Competence points out sufficiency of knowledge and skills that enable someone to act in a wide variety of situations (Chadlwry, 2003). Staff competence is necessary in implementing any development program. Staff contributes greatly towards the success of any project. Various management schools of thought have managed to come up with various principles that guide organization to ensure good staff performance and maximize on the output of every staff.

Competence is defined in the context of particular knowledge, traits, skills, and abilities. Knowledge involves understanding facts and procedures (Cole 1997).

Competence is a person's underlying characteristics that are causally related to job performance. Skill is the capacity to perform specific actions: a person's skill is a function of both knowledge and the particular strategies used to apply knowledge (Clement, 1996). Abilities are the attributes that a person has inherited or acquired through previous experience and brings to a new task.

Abilities are more fundamental and stable than knowledge and skills. In project work, the staff ability to perform a specific task in a manner that yields desirable outcomes is what counts. Davies (2012)) stated that workers acquire competence over time through; pre-service education or an initial training opportunity, after additional training and hands-on experience, reaches a level that can be certified as competent. Although competence is considered to be a major milestone in professional development the ultimate status of expert comes after many years of experience and professional growth.

The relationship between competence and performance is complex and since competence does not always predict the performance. According to Edwards (1990), there have been attempts to measure competence in terms of performance. Competence should not be inferred from performance. He described the relationship between competence and performance in terms of capacity to perform and observed behavior. Therefore competence is defined in terms of someone's capacity to perform, performance is the resulting behavior. Performance is something that people do and can be observed.

Training of the project team should be a priority upon project commencement (Deci, 1971). Training programs should be adapted to meet the demand of the developing economies and changing needs. Capacity building plays a vital role in development

initiatives and helps to mitigate the challenges posed by ever changing societal needs (DeCharmes, 1968). Training includes any attempts within or outside the organization to increase job related knowledge and skills of all project members. Formal training involves those initiatives with a structured mode of delivery, aimed at imparting new awareness or knowledge in a project process. Informal training is however, ad-hoc and flexible depending on the nature of the task in hand and the propensity of the individuals to learn (Prassana, 2002).

2.6 Funding and Project Performance

Funding is the act of providing financial resources, usually in the form of money, or other values such as effort or time, to finance a need, program, and project (Helmig, 2009). Funding is the means by which the capital required to undertake a project is secured and then made available as required. A resource-allocation decision is a plan for using available resources, especially human resources, financial resources, physical resources and technological resources in the near term, to achieve goals for the future (Impandey, 2005). Budgeting allows a project to establish the main objectives of a project. Some projects can be too all-encompassing and try to accomplish too much. Having a budget in place, however, limits the number of options available to a company or its project manager from the outset. Without these budgetary restrictions in place, a project may not be completed on time or at all if the available funding runs out. Instead, the budget allows the project manager to know how much he can spend on any given aspect of the project (Kahadiga, 2009).

Cost estimating is a key component of project management (Robin, 2007). With a budget in place, the project manager and cost estimator can then determine how much money can be spent on each component of the project. A budget allows those in

charge of purchasing to determine what percentage of the available funds can be allocated to the constituent elements of the project itself (Taylor, 2005). This provides the opportunity to determine whether or not the project can be completed with the available budget.

With secured funding, prioritizing the different parts of a project is vital. While it may be desirable to complete the entire project at once, if the available funds indicate that enough money may not be available to complete all aspects of the project as desired, a budget will allow you to prioritize which parts of the project can be completed initially while other parts are put on hold. In the event that the budget shows funding to be inadequate to cover the necessary costs to complete the entire project, having a budget in place will make easier to plan for future costs (Sagimo, 2002).

2.7 Theoretical Framework

Theoretical frameworks are obviously critical in deductive, theory-testing sorts of studies. It is a foundation for the parameters, or boundaries, of a study. A theoretical framework structures the sections of the study that need to be covered. This study is grounded on institutional theory, agency theory and financial systems model theory.

2.7.1 Institutional theory

Organizational theory considers the process by which structures including rules, norms, and routines, become established as authoritative guidelines (Scott, 2004) Scott asserts that institutions are social structures that have attained a high degree of resilience, they are composed of cultural cognitive, normative and regulative element that, together with associated activities and resources, provides stability and meaning to social life. The dimension of decoupling implies that for organization to be seen to be adopting certain institutional practices will even institute formal processes aimed at

implementing these practices. Thus the actual practices can be decoupled from those institutionalized practices. In terms of project Performance , this decoupling can be linked to the insights from the legitimacy theory where the operational procedures and practices can be used to construct an organizational image very different from actual organizational practices because they maintain appearance and thus confer legitimacy irrespective of whether the entity has transformed or not. Mullins J. (2002).

According to Ledger Wood (1998) Institutional theory provides an explanation of mechanisms through which organization seeks to align perceptions of their practices and characteristics with social and cultural values. Such mechanisms in the case of project Performance could include those stipulated under institutions regulatory frame work that prescribes the road map for the transformational from informal to formal institutions. Therefore creating a formal project implies additional costs and restrictions as the project Performance becomes regulated and supervised. Project Performance must institutionalize capacity to manage a number of different services as well as mobilizing resources and enhance information systems to adhere to regulatory reporting requirements (Robinson, 1998).

2.7.2 Agency theory

Agency theory argues that in the modern association, in which stake ownership is widely held, managerial actions depart from those required to maximize stakeholder returns (Berle& Means 1932; Pratt & Zeckhauser 1985). In agency theory terms, the owners are principals and the managers are agents and there is an agency loss which is the extent to which returns to the residual claimants, the owners, and fall below what they would be if the principals, the owners, exercised direct control of the

corporation (Jensen and Meckling 1976). Agency theory specifies mechanisms which reduce agency loss (Eisenhardt 1989). These include incentive schemes for managers which reward them financially for maximizing stakeholder interests. Such schemes typically include plans whereby senior executives obtain shares, perhaps at a reduced price, thus aligning financial interests of executives with those of stakeholders (Jensen &Meckling 1976).

Other similar schemes tie executive compensation and levels of benefits to stakeholder's returns and have part of executive compensation deferred to the future to reward long-run value maximization of the corporation and deter short-run executive action which harms corporate value. In like terms, the kindred theory of organizational economics is concerned to forestall managerial opportunistic behavior which includes shirking and indulging in excessive perquisites at the expense of shareholder interests (Williamson 1985). A major structural mechanism to curtail such managerial opportunism is the Leadership of directors. This body provides a monitoring of managerial actions on behalf of stakeholders. Such impartial review will occur more fully where the chairperson of the Leadership is independent of executive management.

These theoretical considerations argue a view of managerial motivation alternative to agency theory and which may be termed stewardship theory (Donaldson 1990; Barney 1990). The project manager, under this theory, far from being an opportunistic shirker, essentially wants to do a good job, to be a good steward of the project assets. Thus, stewardship theory holds that there is no inherent, general problem of executive motivation. Given the absence of an inner motivational problem among executives, there is the question of how far executives can achieve the good corporate

performance to which they aspire. Thus, stewardship theory holds that performance variations arise from whether the structural situation in which the executive is located facilitates effective action by the executive. The issue becomes whether or not the organization structure helps the executive to formulate and implement plans for project performance (Donaldson 1985).

2.7.3 Financial Systems Model theory

The financial systems approach aims to achieve maximum outreach of institutions services through financially sustainable institutions that focus on a financial intermediation model (Robinson, 2003). The institutions under this approach provide finance to the public projects; or serve only their members such as village projects. They finance their loan portfolios from locally mobilized savings, commercial debt and for-profit investment, or retained earnings such as micro lenders.

Institutions under this approach are differentiated from informal money lenders, from unregulated institutions such as NGOs and from subsidized projects where a regulated institution such as state-owned projects channels government or donor funds to borrowers at subsidized interest rates (Robinson, 2003). The proponents of the financial systems approach argue that donors and governments should shift the allocation of their scarce resources from direct financing of loan portfolios, to promoting the replication of this model by disseminating lessons from the best practices of fully sustainable institutions and financing the development of more institutions of this type. One challenge of the financial systems approach is that it relies on market approaches, which may be thin and weak in marginal areas (Pralahad, 2004). However, even in these areas, market solutions can be found to overcome any obstacles (Hitchins, Elliot & Gibson, 2005).

2.8 Conceptual Framework

A conceptual framework is a brief explanation of the relationships between the variables identified for study in the statement of the problem, objectives and research questions. It is the diagrammatic representation of the relationship between the independent and the dependent variables. The arrows indicate the direction of influence and thus showing the independent variables influence the dependent variable.

Independent Variables

Strategic Planning
- Set Targets
- Draft Plans
- Manifesto
- Number of achievements

Stakeholder Participation
- Level of Interaction
- Number of Partnerships
- Attendance in meetings
- Technical support

Skills
- Observable Knowledge
- Observable Abilities
- Observable Behaviors

Funding
- Availability of funds
- Funds receipts
- Expenditure on funds

Moderating Variable
- Management Support
- Community Attitude
- Community Perceptions

Dependent Variable

Performance of youth training Centers
- Project completion
- Project usability
- Staff team work
- Schedule activity completion

- Government Policies
- Corruption

Intervening Variable

Figure 1 Conceptual Framework

2.9 Research Gap

A project is considered a failure when it had not delivered what was required, in the line with expectations. The fact that the majority of projects fail on at least one measure of success and that billions of cash in project west is reported each years, suggest that there is a critical need for improving the way we manage these projects. The sobering truth is that the secret to more successful project management has been right in front of us the whole time (Leopold, 2005). In the current world all programs are divided out into work units which we may term them as projects. However if projects will succeed the researches have to be carried to dig deep to find the root course of project failure. There are many factors that may be attribute to project failure however many researchers have concentrated much on the financial aspects of projects and not the management aspect. This research project brings together the financial, planning and human resource aspects to bring out the effects they have on project success.

2.10 Summary of Literature Review

For a long time, organizations have remained sluggish in implementing of projects; hence a tendency to underachieve. If the projects are managed properly then they will be able to serve the community at large, hence the persons benefiting wholly from the project (Otsieka, 2009). The organization will benefit from the study since they will be able to improve on their mistakes and formulate new and better policies to run the organization efficiently. When the organization will follow the recommendations from the study they will surely meet their desired goals (Robin, 2007). Many studies have been done to isolate factors that contribute most to organizations success and the consequences of project performance in organizations, but due to inadequate time by the researcher she was not able to get all the required information to produce a better

paper, so anyone doing research on factors affecting successful performance of projects should carry out further studies.

Organizations management plays a critical role in ensuring tasks are accomplished effectively and efficiently in order for projects to realize maximum strength from the use of performance tools (David, 2009). Measures must be put in place to ensure strong leadership and commitment from individual employees. This will ensure attainment of set objectives. An organization without strong leadership, communication, proper decision making and funding leads to waste of time, bad decisions, failed products and services. Leaders should be strong enough in differentiating collaboration and democracy and one who is willing to insist hard choices to be trade (Leopold, 2005).

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used in collecting and analyzing data. It includes research design which is the arrangement of the conditions for collecting and analyzing data that aims to combine relevance to the research purpose with economy in procedure. It also describes study design, target population, sampling design, data collection procedures, and data analysis methods.

3.2 Research Design

The research design used was descriptive research design. Descriptive research was used to investigate and establish the research problem. Descriptive research sought to establish factors associated with certain occurrence, outcomes, conditions or types of behavior. This research design is appropriate since it provides in depth information of the phenomenon. The design was supported by the nature of the research problem which entails use of questionnaires as advocated by Mugenda (2003).

3.3 Target Population

The population of interest to the study was Youth Polytechnics in Machakos county with a target population of 390 members who were directly linked to the development of the area. They included Managers, Project staff, local leaders, youths and Youth training centre Committees. The characteristics were as in Table 3.1:

Table 3.1 Target Population

Population category	Frequency	Percentage
Managers	6	1.54%
Project staff	38	9.74%
Local leaders	40	10.26%
Committee members	36	9.23%
Youth	270	69.23%
Total	390	100%

Source: Machakos County Development Centre (2016)

3.4 Sample Size`

According to Mugenda (2003)) a sample size which is 10% or more is reliable for any research study. The study used stratified random sampling method to select the required sample size. The population as divided into stratus as per categories where respondents were picked randomly from each stratum to form a sample size of 117 respondents which is 30% of the total respondents as show below. According to Mugenda and Mugenda (2003) a sample above 10% is enough representation.

This study used a sample size of 117 respondents.

Table 3.2 Sample Size

Population Category	Target Population	Sample size (30 percent)	Percentage(%)
Managers	6	2	1.71%
Project staff	38	11	9.40%
Local leaders	40	12	10.26%
Committee members	36	11	9.40%
Youths	270	81	69.23%
Total	390	117	100%

3.4.1 Sampling Procedure

The study adopted census sampling technique by capturing the entire target population as a sample size which was 117 respondents.

3.5 Data collection instrument

The data collection instrument used was a questionnaire that will contain both open and closed ended questions which will be tailored to achieve the objectives of the study since the research induced social behavioral factors, beliefs and attitudes that need to be explored in details. The use of different quantitative and qualitative data collection methods in one study facilitates the generation of richer and deeper facts and data that has potential to enrich the study findings

3.5.1 Pilot testing of the instruments

This study carried out an evaluation of the questions and questionnaires. The purpose of testing at this stage was to establish how to phrase each questions meaning and to check whether the range of responses alternatives were sufficient. The information to be gained from the questionnaire was used where necessary to shorten the

questionnaire, reorder questions and finalize the skip patterns. This was to avoid dead ends in the schedule and also to ensure a transition from one section to another to be smooth. The pre-testing was conducted with people who resemble those to whom the questionnaire will be finally given. They were picked from people with expertise on project performance issues from the neighboring counties. The researcher picked five from Makueni, five from Nairobi and five from Kitui.

3.5.2 Validity of the instrument

According to Paton (2001) validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. It refers to the extent to which an instrument asks the right questions in terms of accuracy. Mugenda (2003) define validity as the accuracy and meaningfulness of inferences which are based on research results. The content validity of the instrument was determined through piloting, where the responses of the subjects were checked against the research objectives.

3.5.3   Reliability of the instrument

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instrument to be used in the study, a pilot study was carried out and a reliability coefficient computed. This was to establish the extent to which the questionnaires elicit the same responses every time it was administered.

3.6 Data collection procedures

Both structured and unstructured questions were administered in form of a questionnaire by the researcher personally. A grace period of one week was allowed for respondents to attend questions and then collect later after conforming that they

are sufficiently filled. Follow-ups and visitations were made to monitor the progress and ensure that they are filled within the given time by the researcher.

3.7 Data analysis techniques

After collection of the data, it was compiled and coded for easy analysis. Comparisons were made to establish the consistency of responses. Those that carried similar information were put together for common presentations. Information was analyzed using qualitative techniques and presented through tables, to generate an understanding of events. Qualitative analysis inform of content analysis was also be used especially on the open-ended questions. The findings were analyzed using SPSS and Microsoft Excel spreadsheets and presented using tables and structured discussions. It was then sorted out and the information was compiled into a report that was be used in the organization and other sectors of the economy.

3.8 Ethical considerations

The researcher gave assurance to the respondents regarding confidentiality of information, and an assurance phrase in the introductory letter as well as questionnaires.

3.9 Operational definition of the variables

Table 3.3 Operationalization of Variables

Objectives	Variable	Indicators	Measurement Scale	Tool Of Analysis	Type Of Data Analysis
To determine how strategic planning influence performance of youth training Centers in Machakos	Independent Strategic Planning	• Set Targets • Draft Plans • Manifesto • Number of Achievements	Ordinal Ordinal	 percentage	 Descriptive Descriptive
To determine how stakeholder involvement influence performance of youth training Centres in Machakos	Independent Stakeholder Participation	• Level of Interaction • Number of Partnerships • Attendance in Meetings • Technical Support	Ordinal Ordinal	 percentage	Descriptive Descriptive
To establish how skills influence performance of youth training Centres in Machakos	Independent Skills	• Observable Knowledge • Observable abilities • Observable Behaviors	Ordinal Ordinal	 percentage	Descriptive Descriptive
To examine how funding influence performance of youth training Centres' Machakos	Independent Funding	• Availability of funds • Fund receipts • Expenditure on fund	Ordinal Ordinal	 percentage	Descriptive Descriptive
	Dependent Performance of youth training Centre's	• Project completion • Project usability • Staff team work • Schedule activity completion	Ordinal Ordinal	percentage	Descriptive Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents results arising from the analysis of data collected using questionnaires. The data collected was analyzed using descriptive and inferential statistical methods for each variable and the findings presented in tabular summaries, and their implications discussed.

4.2 Respondents

The study targeted a sample size of 117respondents from which 100 filled and submitted questionnaires making a response rate of 85.5 %. This response rate was good and representative and conforms to Mugenda (2003). Stipulation that responsive rate of 50% is adequate for analysis and reporting rate of 60% is good and response rate of 70% and over is excellent

Table 4.2 Respondents

Respondents	Frequency y	Returned d	Percentage returned questionnaires (%)
Managers	2	2	
Project Staff	11	11	
Local Leaders	12	7	
Committee Members	11	9	
Youths	81	71	
Total	117	100	

4.3 Kindly indicate your age bracket.

The researcher sought to find out the age of the respondents as he commenced on the project.

Table 4.3 Age Bracket

Age Bracket	Frequency	Percentage (%)
21 - 30 years	56	56
30 -40 years	20	20
41 - 50 years	19	19
Above 51 years	5	5
TOTAL	100	100

The findings revealed that the majority of the members at the Machakos county youth polytechnics were aged between 21 - 30 years old, representing 56% of the study populations. Respondents aged between 30 - 40 years represented 20% of the respondent, 19% were aged between 41 - 50 years and finally 5% were aged above 51 years. These findings implied that the respondents at the study area were well represented age-wise and there was a good mix of age and experience.

4.3 Level of education

The researcher sought to find out the level of education of the respondents in the study.

Table 4.4 Level of Education

Level of Education	Frequency	Percentage (%)
High School	28	28
Certificate	17	17
Diploma	11	11
Higher National Diploma	19	19
Bachelors	16	16
Post graduate	15	15
TOTAL	100	100

The findings indicated that the majority of the respondents were high school certificate holders, at 28%, college certificate, 17%, diploma holders 11%, higher national diploma 19%, Bachelors degree holders were 16% , Masters degree holders at 15%, These findings implied that the respondents held significant educational qualifications to efficiently run the project operations.

4.4 How many years have you worked for the project?

The researcher sought to find out the years of experience that the respondents had, working for the Machakos County Youth Polytechnics.

Table 4.5 Years worked in project

Number of Years	Frequency	Percentage (%)
Less than 1 Year	34	34
1 - 2 Years	19	19
2 - 3 Years	22	22
More than 3 Years	25	25
TOTAL	100	100

The findings indicated that 34%, the majority of the respondents had been involved in the project for less than one year. In addition,19% had been in the project for a period of 1 - 2 years, 22% had been involved in the project for 2 - 3 years and finally 25% had been in the project for more than three years.

The researcher also found out that the managers and committee members of the Machakos county youth polytechnics were persons who had been in the project for more than 3 years. They made all the decisions and were resistant to change hence the reports of poor management, decision making and communication.

4.5 The researcher sought to find out from the respondents what the key factors of performance were.

Table 4.6 Key factors of performance

Factors	Frequency	Percentage (%)
Realistic Plans	21	21
Adequate project management plans	16	16
Adequate planning and design	29	29
Adequate Cost Estimation	19	19
Comprehensive Project outreach and communication	15	15
TOTAL	100	100

From the findings; the respondents stated what they prioritized as the key factor of project performance. The majority of the respondents, at 29% prioritized adequate planning and design; 21% stated that setting realistic plans was the key factor for project performance; 16% stated that having adequate project management plans was the key factor; 19% stated that adequate cost estimation was the key factor and finally 15% stated that comprehensive project outreach and communication was the key factor. The respondents also stated that well defined goals, an organizational philosophy, general management support, delegation of authority, allocation of sufficient resources, properly set up communications and procedures and proper project reviews were essential for performance. They however rated the project performance lowly, indicating that the top management did not take into consideration staff feedback and set unrealistic plans.

4.6 Strategic Plan

The study sought to find out whether there was a strategic plan in place that set the precedence for the project. The responses were as shown in table 4.7

Table 4.7 Strategic Plan

Response	Frequency	Percentage (%)
Yes	92	92
No	8	8
Total	100	100

A strategic plan outlines the direction that a project intends to take. In this regard, (92%) of the respondent stated that indeed there was a strategic plan in place. However, (8%) of the respondents responded in the negative, stating that they had no idea whether there was a strategic plan in place.

4.7 Mission and Vision

A Mission Statement defines the project's business, its objectives and its approach to reach those objectives. A Vision Statement describes the desired future position of the project. In this regard, the study sought to find out whether there was a mission and vision in the project. The responses were as shown in table 4.8

Table 4.8 Mission and Vision

Response	Frequency	Percentage (%)
Yes	100	100
No	-	-
Total	100	100

The responses as shown in the table indicate that the respondents agreed that indeed the project was guided by a mission and vision. The respondents further added that the mission and vision was repeatedly communicated to then in the meetings.

4.8 Whether the project has a clear plan going forward

The researcher asked the respondents to state whether the project had a clear plan going forward. Table 4.9 shows the gathered findings.

Table 4.9 Plan Going Forward

Response	Frequency	Percentage (%)
Yes	78	78
No	22	22
Total	100	100

The findings indicated that (78%) of the respondents felt that there was a clear plan going forward and acknowledged the importance of planning, while (22%) stated that they did not feel there was a clear plan and pointed out the issues facing the project as indicators f failed leadership and poor planning.

4.9 Confidence in Project Leadership

Successful project managers are good at encouraging productivity, overseeing progress, and driving performance among the project works. In this regard, the study intended to find out the level of confidence in the project leadership. Table 4.10 shows the gathered findings.

Table 4.10 Confidence in Project Leadership

Response	Frequency	Percentage (%)
Yes	21	21
No	79	79
Total	100	100

The findings revealed that (21%) were confident in the leadership. The other (79%) indicated that they were not confident in the project leadership. The researcher also found out that only the top leadership agreed. The project had been dogged by incidences of delayed activities and misappropriation of funds thus there was a higher incidence of people with no confidence in the top management.

Stakeholder Participation

4.10 Stakeholders

The researcher sought to find out which groups of stakeholders were most impacted by the project activities. Stakeholders are people/ community who may directly or indirectly, positively or negatively affect or be affected by the outcome of the project or program. The table 4.11 shows the gathered responses.

Table 4.11 Stakeholders

Stakeholders	Frequency	Percentage (%)
Local Community	61	61
Religious Leaders	12	12
Government	4	4
Politicians	13	13
Civil Society	10	10
Total	100	100

The findings indicated that the majority, (61%) felt that the local community were the primary stakeholders. In addition, (12%) felt that religious leaders were most impacted; 3 (4%) felt that the government was most impacted; (13%) felt that politicians were most impacted and finally (10%) felt that the civil society was most impacted.

4.11 Frequency of Meetings

The nature and extent of participation of stakeholders in project work varies. The study sought to investigate the frequency of meetings in the project under study. The findings were as shown in table 4.12.

Table 4.12 Frequency of Meetings

Frequency	Frequency	Percentage (%)
Daily	0	-
Weekly	12	12
Quarterly	76	76
Annually	12	12
Total	100	100

The majority of respondents, (76%) indicate that they held quarterly meeting to discuss project progress; (12%) mostly comprising the top leadership indicated weekly meetings and finally (12%) indicated annual meetings. However, the majority of the respondents stated that their appearances were generally limited to information giving, consultation and contribution.

4.12 Communication of Project Meetings

The researcher asked whether the scheduled project meetings were communicated to the respondents. The findings are in table 4.13 below.

Table 4.13 Communication

Response	Frequency	Percentage (%)
Yes	66	66
No	34	34
Total	100	100

The responses showed that (66%) agreed that the meetings were well communicated, (34%) stated that they were not well communicated. The findings also revealed that word of mouth, messages and posts on the notice board were the means of communication used. Proper communication ensured participation thus people involvement in decision making process and in implementation.

4.13 Minutes and Project Meetings

The researcher asked whether the minutes of the scheduled project meetings were communicated to the respondents. The findings are in table 4.14 below.

Table 4.14 Minutes and Project Meetings

Response	Frequency	Percentage (%)
Yes	29	29
No	71	71
Total	100	100

The responses showed that (29%) denied that the minutes were availed to them, while that the meetings were well communicated, (71%) stated that they were availed. The findings imply that the majority did not receive the minutes hence they were excluded from the day to day happenings.

4.14 Does the project follow up on commitments made to stakeholders?

The researcher asked whether the project fulfilled the commitments that were made to the stakeholder. The findings are in the table below 4.15

Table 4.15 Commitments Made to Stakeholders

Response	Frequency	Percentage (%)
Yes	69	69
No	31	31
Total	100	100

The response showed that 69% of the respondent agreed that the project followed up on the commitments made to stakeholders whereas the remaining 31% disagreed on that. The findings imply that the majority of the people agreed that the commitments made to the stakeholders were followed up.

Skills

4.15 Does this project has confidence in the abilities of project leadership

A research was carried out to find out if the respondents had confidence in the abilities of the project leadership and the results were as followed in table 4.15

Table 4.16 Confidence in the abilities of the Project Leadership

Response	Frequency	Percentage (%)
Yes	23	23
No	67	67
Total	100	100

The findings revealed that (23%) had confidence in the abilities of the project leadership. The other (67%) did not have confidence in the abilities of project leadership. A lack of confidence in project leadership indicates that there was mismanagement and misappropriation of project funds.

4.16 Is the community liaison staff trained?

The study sought to find out whether the project staff and project members were trained on management skills and project related activities. The findings were as shown in the table 4.17

Table 4.17 Training of Liaison staff

Response	Frequency	Percentage (%)
Yes	89	89
No	11	11
Total	100	100

The findings revealed that 89%) stated that there were adequate training programs to

the project members, (11%) did not feel that there was adequate training. Training ensures that the project team members are equipped with adequate knowledge, skills, tools, and techniques to project activities to meet the project requirements.

Funding

4.17 funding of projects has a high effect in determining its performance

The researcher sought to find out whether funding in projects has a high effect in determining project performance. The researcher wanted to establish the position of the respondents regarding the issue. The responses were as shown in the table 4.18:

Table 4.18 Project Funding

Project Funding	Frequency	Percentage (%)
Strongly Disagree	-	-
Disagree	-	-
Neutral	11	11
Agree	39	39
Strongly Agree	50	50
Total	100	100

The findings as shown in the study indicated that the majority of the respondents, representing 50% were in agreement that with the statement that funding of projects had a high effect in determining performance. In addition, 39% agreed that funding of projects had a high effect in determining performance. The rest, 11% were neutral in their response on the matter. The researcher also learnt that the respondents were in agreement that lack of funds would stall any project.

4.18 Adequacy of funds for the performance of youth training Centres

The researcher sought to find out whether the Machakos county youth polytechnics had adequate funding for its project performance. The responses were as shown in the table 4.19:

Table 4.19 Adequacy of Funds

Adequacy of Funds	Frequency	Percentage (%)
Strongly Disagree	4	4
Disagree	12	12
Neutral	47	47
Agree	23	23
Strongly Agree	14	14
Total	100	100

The findings as shown in the study indicated that the majority of the respondents, 48%, were neutral on the issue. Moreover, 23% of the respondents agreed that there was adequate funding, 14% strongly agreed, 12% disagreed and finally 4% of the respondents strongly disagreed that the project had adequate funding. However, the researcher noted that the respondents had varied opinions as to what their priorities for the project were, hence the divided opinions. The respondents however, were in agreement that funding was vital for project success.

4.19 Main Sources of Finance

The study sought to find out the major sources of finance to fund the projects. The responses were as in the table 4.20

Table 4.5 Main Sources of Finance

Source of Finance	Frequency	Percentage (%)
Rotary Clubs	10	10
Fund Raising	38	38
Contributions	42	42
Grants	10	10
Total	100	100

The main sources of finance were identified by the respondents as rotary clubs, (10%); (38%) stated that fund raising was the key source of finance; (42%) indicated contributions while (10%) said that grants were the main source of finance. Financing was additionally identified a key factor in ensuring successful completion of the project initiatives.

4.20 Disbursement of Funds

Project implementation requires that funds are disbursed on time to finance the project activities. In this regard, the study sought to find out whether the respondents felt that disbursement of funds was the most important aspect of project implementation. The table 4.21 shows the findings.

Table 4.21 Disbursement of Funds

Response	Frequency	Percentage (%)
Agree	100	100
Disagree	-	-
Total	10	100

The findings revealed that all of the respondents felt that the disbursement of fund was very important and that the project would stall if project funds were not availed

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION   CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main findings of the study and gives conclusions, which attempt to answer to the specific questions that were under investigation. In addition, there are recommendations provided herein for possible actions and suggestions for further research.

5.2 Summary of the Study findings

The purpose of this study was to establish the factors influencing the performance of Youth polytechnics, Machakos county   The study was guided by the following specific objectives: To determine how strategic planning influence performance of the performance of Youth polytechnics, Machakos county .To determine how stakeholder involvement influence the performance of Youth polytechnics, Machakos county   .; To establish how skills influence performance the performance of Youth polytechnics, Machakos county and to examine how funding influences the performance of Youth polytechnics, Machakos county. .

5.3 Discussions and Findings

This is focused on the major findings of the study as indicated in the variables discussed below.

5.3.1 Strategic Planning

A strategic plan outlines the direction that a project intends to take. The study sought to find out whether there was a strategic plan in place. The findings revealed that (92%) of the respondent stated that indeed there was a strategic plan in place. In addition, the respondents indicated that there was a mission and vision which was adequately communicated to them in the project meetings. Strategic planning requires that there is a clear plan of action regarding the project endeavors. The findings indicate that (78%) of the respondents felt that there was a clear plan going forward and acknowledged the importance of planning. The study however revealed that the project team members were not confident in the leadership, as (78%) indicated that they were not confident in the project leadership. The project had been dogged by incidences of delayed activities and misappropriation of funds thus the lack of confidence.

5.3.2 Stakeholder Participation

Project stakeholders who are viewed as individual or organization who are actively involved in project and whose interest are affected by the execution of the project or completion of it. Participation can also be viewed as people involvement in decision making process, Hence, this study revealed that the majority, (61%) felt that the local community were the primary stakeholders. These primary stakeholders were most impacted by the project undertakings. Frequency of stakeholder meetings is crucial for project performance, and the findings revealed that the majority of respondents, (78%) indicated that they held quarterly meeting to discuss project progress. The majority of the respondents stated that their appearances were generally limited to information giving, consultation and contribution. The responses showed that (66%)

agreed that the meetings were well communicated, via word of mouth, messages and posts on the notice board were the means of communication used. Proper communication ensured participation thus people involvement in decision making process and in implementation.

5.3.3 Skills.

Project performance requires that there is a large skill pool. Skilled workers are a necessity to ensure success of projects. Well-trained project members are productive and loyal. The findings revealed that (23%) had confidence in the abilities of the project leadership. The other (67%) did not have confidence in the abilities of project leadership. A lack of confidence in project leadership indicates that there was mismanagement and misappropriation of project funds.

The findings revealed that (89%) stated that there were adequate training programs to the project members. Training ensures that the project team members are equipped with adequate knowledge, skills, tools, and techniques to project activities to meet the project requirements.

5.3.4 Funding

Funding is the act of providing financial resources to finance a need, a program or a project. The researcher sought to find out whether funding in projects has a high effect in determining project performance. The findings indicated that the majority of the respondents, representing 50% were in agreement that with the statement that funding of projects had a high effect in determining performance. In addition, 39% agreed that funding of projects had a high effect in determining performance. The researcher sought to find out whether the Youth polytechnics, Machakos County had adequate funding for its project performance. The findings as shown in the study

indicated that the majority of the respondents, 47%, were neutral on the issue. Moreover, 23% of the respondents agreed that there was adequate funding, 14% strongly agreed, 12% disagreed and finally 4 % of the respondents strongly disagreed that the project had adequate funding. Financing was additionally identified a key factor in ensuring successful completion of the project initiatives. (38%) stated that fund raising was the key source of finance while (42%) indicated contributions. The findings revealed that all of the respondents felt that the disbursement of fund was very important and that the project would stall if project funds were not availed.

5.4 Conclusions

. The major conclusion derived from the study was that efficient management, participation by stakeholders; proper skill set by the project leaders and project staff and adequate funding positively influence the performance of the Youth polytechnics, Machakos County .

The conclusions derived revealed that strategic planning by the top management in terms of proper decision making, proper leadership, open communication systems and adequate funding positively influence performance. The findings led to the conclusion that proper stakeholder involvement impacts change in projects and engagement with stakeholders helps to enhance the possibility of project success. The study findings also revealed that to ensure exemplary performance in projects, training of the project team should be a priority upon project commencement. Training programs should be adapted to meet the demand of the project and ensure adequate skills are impacted in the project staff.

The study findings also led to the conclusion that with secured funding, there is assurance of availability of funds. This ensures that projects operations are well planned for and resources are accorded for sustained progress in the project

operations. The youth polytechnics cited the fact that the project did not achieve objectives and the poor decision making as the main indicator. Decision making is an essential aspect of modern management. It is through proper decision making that top management is able to adequately plan for implementation, involve the relevant stakeholders, plan for proper funding, and ensure proper staffing to ensure a well trained workforce.

5.5 Recommendations

The study proposes a number of recommendations based on the findings of the study to the Youth polytechnics, Machakos County.   They should build on experience taken by other similar projects but not necessarily replicate the approaches taken.

The top management should recognize change; whether the change is mandatory or optional, and recognize the different approaches required. Early wins should be promoted so that people see evidence of improvement quickly. Local resources should be complemented, rather than replicated. Emphasis should be placed on learning from skeptics and enthusiasts to provide a balanced approach. Feedback should be responded collectively and visibly responded to. Performance strategies adopted should be sustainable in the face of project risks. Real life challenges, pitfalls and project stakeholder expectations should be anticipated. The project planning process should ensure sufficient resource allocation, in the form of money, personnel and logistics. There should be adequate communication channels, where sufficient information is available on project objectives, status, changes and organizational coordination.

5.6 Suggestions for further research

Different investigations should be carried out to establish other factors that influence performance of youth training centers. Further research should be done on this study area to enable a more comprehensive understanding of factors that influence performance of projects. For these reasons, this study can be taken as not totally conclusive. From the outcomes of the studies, the researcher encourages other researches to study more on the topic. Other researchers should initiate research that provides feedback on the success or failure of projects.

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APPENDICES
APPENDIX I: LETTER OF INTRODUCTION

Dear Respondents

RE: ASSISTANCE IN FILLING A RESEARCH QUESTIONNAIRE

I am a student at the University of Nairobi pursuing a Masters Degree in Project Planning and Management. The research study is on the Factors Influencing Performance of youth training centers in Kenya; A case of Machakos county. I kindly request you to fill in the questionnaire provided here below. All the information gathered is purely for academic purpose and will be treated with strict confidentiality.

Yours faithfully,

Gathura Maina - Researcher

The researcher is carrying out a study aimed to find out the factors influencing performance of youth training centers. In this regard, a questionnaire has been developed to help gather the relevant information regarding the study objectives. Your participation will be highly appreciated.

PART A: BACKGROUND INFORMATION

Please tick (√) as appropriate

1. Kindly indicate your age bracket.

21-30 years	( )
30-40 years	( )
41-50 years	( )
Above 51 years.	( )

2. Level of education

Diploma	( )
Higher National Diploma	( )
Bachelors	( )
Masters	( )
PhD	( )

3. How many years have you worked for the project?

Less than 1 years	( )
1-2 years	( )
2-3 years	( )
More than 3 years	( )

Project Performance

4. According to you, which among the following are the key factors of performance?

> Realistic Plans ( )
>
> Adequate project management plans ( )
>
> Adequate planning and design ( )
>
> Adequate cost estimation ( )
>
> Comprehensive outreach and communication ( )
>
> Any other factors (please explain)…………………………………….

Strategic Planning

5. Is there a strategic plan in place to set precedence for the project? Yes ( ) No ( )

6. Does the initiative have a mission and vision? Yes ( ) No ( )

7. In your opinion do you think the project has a clear plan going forward? Yes ( )

   No ( )

8. Are you confident in the project leadership? Yes ( ) No ( )

Stakeholder Participation

9. Who among the following are most impacted by the project activities

> Local Community ( )
>
> Religious Leaders ( )
>
> Government ( )
>
> Politicians ( )
>
> Civil Society ( )

10. How often are meetings with stakeholders held? Daily ( ) Weekly ( ) Monthly ( )

    Quarterly Annually( )

11. Are the meetings properly communicated? Yes ( )   No( )

12. Are the minutes from the meetings availed to the stakeholders? Yes( )   No( )

13. Does the project follow up on commitments made to stakeholders? Yes( )   No( )

Skills

14. Do you have confidence in the abilities of the project leadership? Yes ( ) No( )

15. Is the community liaison staff trained? Yes( )   No( )

16. All employees of the project have been trained on proper management skills?

    Yes( )   No( )

17. To what extent does the women empowerment assist you in improving the

    performance of your business? Yes( )   No( )

        Very great extent [ ] great extent [ ] moderate extent [ ] low extent [ ]

        Very low extent [ ]

Funding

18. In your opinion, indicate your level of agreement with the following statements

    regarding the effect of Funding on Implementation of youth projects

Where 1- Strongly disagree, 2-Diagree 3- Neutral 4-Agree 5- Strongly agree

	1	2	3	4	5
Funding of projects has a high effect in determining its implementation					
There is adequate funds available for the project implementation					
Funds received from members and other stakeholders are crucial in the implementation of the projects					
Funds in the project are well appropriated					

19. What is the main source of finance to fund the project?

        Rotary Clubs ( ) Fund Raising ( ) Contributions ( ) Grants ( )

20. Finances are a major challenge for the successful completion of the project initiatives

   Agree ( ) Disagree ( )

21. Disbursement of funds is the most important aspect of project implementation

   Agree ( ) Disagree ( )

22. The project has a clear framework on how the money should be disbursed

   Agree ( ) Disagree ( )

APPENDIX III: MAP OF STUDY AREA