

# FACTORS INFLUENCING PERFORMANCE OF WOMEN EMPOWERMENT PROJECTS IN INFORMAL SETTLEMENTS IN KENYA: A CASE OF SOUTH KABRAS SUB-LOCATION, KAKAMEGA COUNTY

*by* George Ruheni

---

**Submission date:** 30-Jul-2018 08:48AM (UTC-0600)

**Submission ID:** 986322522

**File name:** project\_report\_\_July\_28.doc (7.71M)

**Word count:** 25567

**Character count:** 155712

**FACTORS INFLUENCING PERFORMANCE OF WOMEN  
EMPOWERMENT PROJECTS IN INFORMAL  
SETTLEMENTS IN KENYA: A CASE OF SOUTH KABRAS  
SUB-LOCATION, KAKAMEGA COUNTY**

**GEORGE RUHANI**

**12**  
**A Research Project Report Submitted in Partial Fulfillment of  
Requirement for the Award of Master of Arts in Project Planning and  
Management of the University of Nairobi**

**2018**

## **DECLARATION**

This research project report is my original work and has not been presented for an academic award in any other university or any other institution of higher learning for examination for any degree or award.

Signature:.....

Date:.....

**GEORGE GATERE RUHENI**

**L50/5551/2017**

## **SUPERVISOR**

This research report has been submitted for examination with my approval as the University of Nairobi supervisor

Signature:.....

Date:.....

**DR. ANGELINE S. MULWA**

**LECTURER**

**SCHOOL OF OPEN AND DISTANCE EDUCATION**

**UNIVERSITY OF NAIROBI**

## **DEDICATION**

This research project report is dedicated to my wife Nancy, to my daughter Faith Wangui and sons James Ruheni and Cyrus Gaitho, Mum; Mrs. Ruth Wangui and in memory of dad the late Mr. Ruheni Munuhe.

## ACKNOWLEDGEMENT

I appreciate the University of Nairobi in particular the Department of Extra-mural studies and its committed staff who played a great role in facilitation and coordination during the development of this project report. Special recognition goes to Dr. Angeline Mulwa, for her relentless guidance and support in the development of this proposal. I appreciate the support from University of Nairobi lecturer; Naomi W. Mutunga, Director Tumaini Miles of Smiles: Rose Bugusu, Special thanks go to my mentor Mr. Isaac M. Kiragu. My classmates: N. Njeri Maina, J. K. Mwangi and my sisters Jane and Winfred Ruheni, finally my fellow classmates for their encouragements and support for the entire period of my study.

## TABLE OF CONTENT

<b>DECLARATION</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>TABLE OF CONTENT</b> .....	<b>v</b>
<b>LIST OF FIGURES</b> .....	<b>viii</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study.....	8
1.4 Objective of the Study.....	8
1.5 Research Questions.....	8
1.6 Significance of the Study.....	8
1.7 Limitations of the Study.....	9
1.8 Delimitation of the Study.....	9
1.9 Assumptions of the Study.....	10
1.10 Definition of Significant Terms.....	10
1.11 Organization of the Study.....	11
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	<b>12</b>
2.1 Introduction.....	12
2.2 Performance of Women Empowerment Projects in Informal Settlements.....	12
2.3 Socio-Cultural Factors and Performance of Women Empowerment Projects.....	15
2.4 Capacity Building and Performance of Women Empowerment Projects.....	17
2.5 Access to Capital and Performance of Women Empowerment Projects.....	20
2.6 Technology and Performance of Women Empowerment Projects.....	23
2.7 Theoretical Framework.....	26
2.7.1 Big Push Theory.....	26
2.7.2 Theories on Participation.....	27
2.7.3 Theory of Empowerment.....	28

2.8 Conceptual Framework.....	29
2.9 Research Gap.....	31
2.10 Summary of the Literature Review.....	31
<b>3</b>	
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>32</b>
3.1 Introduction.....	32
3.2 Research Design.....	32
3.3 Target Population.....	33
3.5 Sample Size and Sampling Procedure .....	33
3.6 Research Instruments .....	35
3.6.1 Pilot Testing.....	35
3.6.2 Validity of the Research Instrument .....	36
3.6.3 Reliability of the Instrument .....	36
3.7 Data Collection Procedure .....	37
3.8 Data Analysis and Presentation .....	38
3.9 Ethical Considerations .....	38
3.10 Operational Definition of Variables.....	39
<b>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND</b>	
<b>INTERPRETATION .....</b>	<b>40</b>
4.1 Introduction.....	40
4.2 Questionnaire and Response Rate.....	41
4.3 Performance of Empowerment Projects .....	53
4.4 Socio-cultural Factors .....	44
4.5 Capacity Building .....	47
4.6 Access to Capital.....	49
4.7 Technology .....	51
4.8 Performance of Women Empowerment Projects and Influencing Factors.....	55
4.9 Performance of Women Empowerment Project and Socio-Cultural Factors .....	45
4.10 Performance of Women Empowerment Project and Capacity Building .....	48
4.11 Performance of Women Empowerment Project and Access to Capital .....	50
4.12 Performance of Women Empowerment Project and Technology .....	52

<b>2</b>	<b>CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>57</b>
	5.1 Introduction.....	57
	5.2 Summary of the Findings of the Study.....	57
	5.2.1 Influence of Socio-Cultural Factors on Performance of Women Empowerment Projects.....	58
	5.2.2 Influence of Capacity Building on Performance of Women Empowerment Projects.....	59
	5.2.3 Influence of Access to Capital on Performance of Women Empowerment Projects.....	59
	5.2.4 Influence of Technology on Performance of Women Empowerment Projects.....	60
	5.4 Discussions.....	60
	5.5 Conclusion.....	62
	5.5 Recommendations.....	63
	5.6 Contribution to Body of Knowledge.....	65
	5.7 Suggested Areas for Further Research.....	66
	<b>REFERENCES.....</b>	<b>67</b>
	<b>APPENDICES.....</b>	<b>74</b>
	<b>APPENDIX I: Letter of Transmittal.....</b>	<b>74</b>
	<b>APPENDIX II: Questionnaire for Members of Women Groups.....</b>	<b>75</b>
	<b>APPENDIX III: Project Observation Checklist.....</b>	<b>78</b>
	<b>APPENDIX IV: Interview Guide for the MPSYGA Officers.....</b>	<b>79</b>
	<b>APPENDIX V: Interview Guide for Group Leaders.....</b>	<b>80</b>
	<b>APPENDIX VI: Recommendation from the University of Nairobi.....</b>	<b>81</b>
	<b>APPENDIX VII: NACOSTI Authorization.....</b>	<b>82</b>
	<b>APPENDIX VIII: NACOSTI Permit.....</b>	<b>83</b>



**LIST OF FIGURES**

Figure 1: Conceptual Framework ..... 30

## LIST OF TABLES

<b>Table 2.1:</b> Summary of the Knowledge Gap in this Study.....	31
<b>Table 3.1:</b> Target Population.....	33
<b>Table 3.2:</b> Sample Size.....	34
<b>Table 3.3:</b> Operational Definition of Variables.....	39
<b>Table 4.1</b> Response Rate by Projects .....	41
Table 4.2 Respondents' Rate by Age.....	42
Table 4.3 Response by Occupation.....	43
Table 4.4 Response by Performance.....	54
Table 4.5 Response by Socio-cultural Factors.....	44
Table 4.6 Response by Capacity Building.....	47
Table 4.7 Response by Access to Capital .....	49
Table 4.8 Response by Technology .....	51
Table 4.9 Performance of women empowerment project Vs Socio-cultural factors.....	46
Table 4.10 Performance of Women Empowerment Project Vs Capacity Building .....	48
Table 4.11 Performance of Women Empowerment Project Vs Access to Capital.....	50
Table 4.12 Performance of Women Empowerment Project Vs Technology.....	52
Table 4.13 Performance of Women Empowerment Project.....	56
<b>Table 5.1:</b> Contribution to Body of Knowledge .....	65

## LIST OF ABBREVIATIONS AND ACRONYMS

<b>AfDB</b>	African Development Bank <sup>80</sup>
<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>APEC</b>	Asia-Pacific Economic Cooperation
<b>CBO</b>	Community Based Organization <sup>44</sup>
<b>CEDAW</b>	Convention on the Elimination of All Forms of Discrimination Against Women
<b>ESCAP</b>	Economic and Social Commission for Asia and the Pacific.
<b>FAO</b>	Food and Agriculture Organization <sup>40</sup>
<b>FGM</b>	Female Genital Mutilation
<b>FIDA</b>	International Federation of Women Lawyers
<b>GOK</b>	Government of Kenya
<b>ICT</b>	Information Communication Technology
<b>ILO</b>	International Labor Organization
<b>IFAD</b>	International Fund for Agricultural Development <sup>23</sup>
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>M &amp; E</b>	Monitoring and Evaluation
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>NGO</b>	Non- Governmental organization <sup>48</sup>
<b>NAYS</b>	National Adolescents and Youth Survey
<b>NCPD</b>	National Council for Population and Development
<b>OECD-</b>	Organization for Economic Co-operation and Development <sup>69</sup>
<b>SEWA</b>	Self-Employed Women's Association
<b>STEM</b>	Science, Technology, Engineering, and Math
<b>UN</b>	United Nations <sup>43</sup>
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>UNIDO</b>	United Nations Industrial Development Organization
<b>US</b>	United States
<b>USAID</b>	United States Agency for International Development

## ABSTRACT

The purpose of this study was to investigate factors that influence performance of women empowerment projects in South Kabras Sub-location, Malava constituency of Kakamega County; Kenya. This study was designed to fulfill four objectives: relationship of socio-cultural factors, capacity building, access to capital and technology on performance of women empowerment projects. The study was significant in revealing challenges and opportunities in women empowerment projects and their capacity to alleviate poverty in women. This was intended to optimize performance of the women empowerment projects. The study adopted descriptive survey design targeting a population of 220 respondents. The population comprised of staffs of Ministry of Sports, Gender and Social Services and members of the beekeeping, dairy cow, fishpond and brick making women empowerment projects in South Kabras Sub-location, Malava constituency of Kakamega County. Stratified random sampling was used to select 186 respondents from the 4 women empowerment projects. However, 4 project leaders and 2 Ministry of Sports, Gender and Social Services staff were purposively sampled for interview. The researcher made observation and recorded the results for the purpose of triangulation. The Ministry of Sports, Gender and Social Services staff, were considered as this is the ministry that registered and oversaw the operations of the women groups on behalf of the Government. Validity of research instruments was done through review by supervisor whilst ensuring clarity in language in order to capture the relevant data. To ensure reliability in the research instruments, pilot-test was conducted on 20 women from the groups. The reliability test was calculated and the result of the Cronbach Alpha coefficient was 0.87. The group of 20 women involved in the pilot study was not involved in the research. Data analysis was done using descriptive and inferential statistics especially by use of frequency tables and percentages. The performance of empowerment projects and the socio-cultural factors, capacity building, access to capital and technology had a correlation coefficient of 0.91, 0.93, 0.97, and 0.92 respectively. This translates to coefficient of determination of 82.8 percent, 86.5 percent, 94.1 percent, and for 84.6 percent for socio-cultural factors, capacity building, access to capital and technology respectively. This highlights that access to capital had the highest influence to performance of women empowerment projects followed by capacity building then technology and finally socio-cultural factors. Socio-cultural factors had least influence. This was against the perception that socio-cultural factors had the greatest influence on performance of women empowerment projects. The study recommends that NGOs and CBOs should empower the community primarily with education, to overcome effects of retrogressive socio-cultural factors that hinder performance of women projects. Women should also take advantage of available capacity building opportunities available in the media, internet, trade fairs and public gatherings. Policy makers should come up with funding strategies of women projects to permit women empowerment projects access credit. Technology service providers should reach out to the rural areas for Corporate Social Responsibility and create market for their products.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Performance of women empowerment projects is the accomplishment of pre-set, specific, significant, stretching, measurable, meaningful, motivational, attainable, action-oriented, realistic, relevant, reasonable, results-oriented, time-bound, and tangible goals. Indicators are used to continually monitor and evaluate the project progress. The monitoring and evaluation system is employed to ensure any deviation is noticed in time. This is done to ensure the temporal endeavors enable the women to increase control over their lives, factors, and decisions that shape their lives, and that of the community. In the process of sustained efforts to steer the projects, women build capacity to access, partners and networks, skills, dignity and confidence crucial to create a healthy lifestyle, numerous choices, and a home for themselves and their children (UN, 2012). Efficient and effective utilization of available resources and opportunities in women empowerment projects ensure optimal performance of the projects. This study looked into the performance of the women projects and the factors that influence effective delivery of the projects. These factors include: socio-cultural factors, capacity building, access to capital, and technology.

Socio-cultural factors are forces in a culture and society that influence thoughts, feelings and behaviors of the people in the community. Socio-cultural factors influences project's authority structures, decision-making, and organizational hierarchies. It is therefore not strange to observe that project designs that directly confront the norms of a community are doomed to fail in delivering the project objectives. More often than not, indigenous communities erect walls to isolate themselves from the outside world for fear of putting their cultures at risk. Therefore, in order to strike a balance between the design of management of women empowerment projects and social norms is crucial, as this is the only way to ensure project's ideal performance. To achieve a complete compromise between project management design and socio-cultural factors is not realistic due to diversity. However, consultation, transparency, and evenhanded decision-making are critical to ensure that the project achieves or surpasses the set goals (Partridge and Mejía 2013). Though socio-cultural factors such as discrimination of women in leadership influence project performance negatively, some factors lead to conservation of natural

heritage which promote tourism and environment management projects. These are unanticipated outcomes.

Building capacity in women is the process of developing and strengthening their management skills, character, and aptitude. Also, introducing robust management procedures and strategies into the management of the empowerment projects and injecting resources. These are the requirements that the women empowerment projects require to operate effectively and be sustainable in the fast-changing world. <sup>58</sup> Women in the informal sector lack or exhibit limited access to information that relate to their projects. This limits their capacity to manage their empowerment projects. However, when the women are empowered, and the projects adopt new management strategies, women integrate the skills and management systems in the projects. Consequently, it becomes possible to re-align the projects with the local and national-level policy and planning. The women projects accomplish their objectives impacting local communities, and the nation in areas of climate change, gender mainstreaming, economy, healthcare, food security, and education at local and national level (Dutta, 2015).

Capital refers to all forms of wealth invested to produce more wealth. This includes human resource capital, institutional capital and financial capital. To ensure access and effective management of capital is crucial in women empowerment projects. Capital is critical for performance of any women empowerment project. While it is a fact that women are reliable, committed inexpensive labor force is an added advantage in management of women empowerment projects. In addition women are more creditworthy; making their projects to attract microfinance programmes funding. This is an assurance that the women empowerment projects are rarely in deficit of labor and finances. In addition, management of women empowerment projects is assured of teamwork as women are team players. These factors promote the projects' performance. Nonetheless, women projects fail to access credit from banks. <sup>58</sup> This is due to the fact that banks require property as security for loans. However, property in the informal sector lack legal land ownership document. On the same spirit, wanting existing legal framework in a country and women empowerment project's institutional framework are a setback to performance of women empowerment projects (Bradshaw, 2013).

Technology is the establishment and use of technical means and the way they relate with life, society, and the environment. Technology has created opportunities for performance of women projects and social development, but on the other hand posed problems and challenges. Women empowerment projects have been able to utilize Information Communication Technology to access global markets through e-commerce. Also many governments have made it to implement e-government platforms promoting government trade, and services available to women empowerment projects (ESCAP, 2016). In addition, the mobile phone access in Kenya 2016 stood at 88.1 percent, translating to 37.8 million subscribers. There are 36.8 million pre-paid subscribers. Internet subscription through mobile phones stands at 99.0 percent. M-Pesa is a mobile banking innovation that started in Kenya. Alongside other mobile banking services offered by other mobile phone services and banking institutions, this has made money transfer in Kenya very convenient and efficient (Netherlands Enterprise Agency, 2016). This technology has promoted delivery of women empowerment projects, through data access, processing, storage, retrieval and dissemination and money transfer. This has led to saving time and effort in undertaking the women empowerment projects activities. Modern technology applied in farming, water harvesting, irrigation, animal and crop husbandry, and use of cheap renewable energy has also promoted performance of women empowerment projects by ensuring less effort and investment is used to achieve results for the projects (ESCAP, 2016).

In order to achieve economic prosperity and gender equality, the U.S. Government, Department of State, is dedicated to women economic empowerment. This is due to the fact that economic growth would remain elusive if women and girls are excluded from education, employment, and entrepreneurship. The United States Government has taken a proactive action to support women empowerment projects. This is being realized through the governments endeavor to: include women in economic activities globally, enhancing equal access to services, championing for decent work for women, enhancing women's entrepreneurship, policy reform and Gender-inclusive economic development. The Government of the United States is pursuing this agenda through high-level, diplomatic meetings with development partners, multilateral institutions, and regional fora on women's economic empowerment (U.S. Government, 2016). The multilateral fora the U.S. Government is working with include: the G20, ILO, the Equal Futures Partnership, and APEC. In turn the development partners are integrating women empowerment

projects in trade and investment negotiations. In addition, involving women in STEM training and camps. The U.S. Government also supports efforts of: U.S. National Action Plan on Women, Peace, and Security, U.S. Strategy to Prevent and Respond to Gender-based Violence Globally, and U.S. Global Strategy to Empower Adolescent Girls. The effort is intended to promote women's economic empowerment and improve on the status of women and girls (U.S. Government, 2016).

In order to promote income for women empowerment projects in Benin, U.S. Government, Department of State, involved women projects in entrepreneurship. This is being achieved through equipping women with the skills to be able strategize on the market, and manage the enterprises. The U.S. Government has implemented identical women empowerment project in Indonesia. The empowerment project has an edge in energy service, providing renewable energy, agriculture products such as cocoa, coffee, rubber, sea salt, and natural dye weaving (U.S. Government, 2016).

<sup>31</sup> Women and children are the most vulnerable in any humanitarian and political crisis. This is due to the fact that women are the primary care givers. Women are responsible for the children, the elderly and the family. In Kenya, one of the most disastrous crises that led the country into turmoil was the 2007/2008 Post-Election Violence. It was a political, economic, and humanitarian predicament that occurred after a highly contested election was disputed by the presidential candidates, claiming malpractices. A study by Benardatte and Poipoi (2015), on participation of women empowerment projects in conflict management in Kakamega, sought to identify the role women in conflict management. Their focus was on the 2007/2008 Post-Election Violence in Kenya. The study revealed that 63.0 percent household heads had witnessed women participate in conflict management. 60.0 percent of the women were peace builders aged between 26 and over 40 years. One of the reasons that led to the women active involvement was that, it pains women as mothers to lose children and husbands. Kakamega Forest Conservation School's Network is a Community Based Organization seeking to empower the community in Kabras-Kakoi. The project comprises of women as the most active members and it is involved in cultivation of traditional medicinal plants. These plants include: Ocimum Kilim, Scharicum and Mondia Whytei. The medicinal plants are sold at trading centers at the environs. The project owns a medicinal processing plant facility at Isecheno village in the Southern part of Kakamega forest next to Isecheno Nature reserve.



The project has been very instrumental in empowering its members economically (UNDP, 2016).

This study focused on dairy cows' project, bee-keeping project, brick-making project and fishpond project. The women empowerment projects were implemented at South Kabras Sub-location, in Kakamega County. The area exhibits characteristic of a rural informal settlement. An informal settlement is an area where inhabitants with no legal claim on the land erect groups of housing units. More often than not, the houses are not in compliance with planning and building regulations. The settlement may have a few scattered dwellings as exhibited in the rural setting or thousands of them as it is common in sprawling slums. In both cases, the area is characterized by inadequate social services, poor infrastructure, and unbecoming living environment (UN-Habitat (2015). However, the women empowerment projects are working against all odds erected by socio-culture, capacity building, access to capital, and technology, to implement and manage the dairy cattle project, brick making project, bee-keeping project and fishpond project. The management of the projects despite opposing factors led to the manageable implementation, sustainability and output delivery of the income generating projects (Bugusu, 2017).

The beekeeping project, dairy cow project, fishpond project and brick making projects were women empowerment projects started by likeminded women. The women were led by their leader Rose Bugusu, who felt the need to transform their lives and that of orphaned and vulnerable children in the community. To achieve their objective they needed to be empowered (Bugusu, 2017). The women started a merry-go-round project. A merry-go-round project is a funding approach adopted by women groups. The group members meet regularly and pool their savings. The pooled amount is lent to members. In consecutive meetings, women meet and collect savings and loan repayments and other contributions. This process gradually increases the women group kitty. Consequently, women avail to themselves, financial capital to start or grow their enterprises, which in turn promote new employment opportunities. The women later felt the need to come up with an income empowerment project. Through their networks, the women got well-wishers who assisted in fundraising and providing technology to start dairy cattle, brick making, beekeeping, and fishpond projects. Currently, the projects are self-sustaining. Women have started receiving direct revenue from the project, and have are able to

support 54 vulnerable and orphaned children from the community with education (Bugusu, 2017).

## <sup>123</sup> **1.2 Statement of the Problem**

Over and above the extra burden that women are made to bare of being the primary family caretakers and producers of food, 60.0<sup>95</sup> percent of the world's poorest people are women (UNDP, 2014). To alleviate this challenge, efforts to integrating women in development projects has been put in place over the years. They include the series of the six theoretical approaches, that is: The Welfare Approach, Women In Development,<sup>50</sup> Women And Development, Gender And Development, The Effectiveness Approach, and Mainstream Gender Equality.

The survey of 167 countries by UN Women, established that, despite the major inputs from governments and civil society, implementation of commitments made in the Beijing Declaration and Platform for Action,<sup>122</sup> are far from being realized. The conference indicated that there was a gap in leadership and gender pay gap globally. This is resulting to the nonperformance of women empowerment projects. This led to the launch of “Planet 50-50 by 2030” slogan. This is a strategy to step up gender equality to 50-50 by the year 2030. The equality in gender representation is expected in: decision making, leadership, education sector, and civil service. The conference found out that at the current pace at which women are getting empowered, it would take 89 years to achieve the 50-50 goal. However, all is not lost, as discriminatory policies have been dropped, education enrollment for boys and girls is at 50.0 percent, and maternal mortality has declined by 45.0 percent since 1990. The contributing factors causing the snail pace in women empowerment are: conflicts, economic crises, food insecurity, unstable energy prices, climate change, discriminatory norms and extremism against women’s rights (UN Women, 2015). To jump-start the process, there is an urgent need for transforming norms and stereotypes against women, alternatively, seeking ways to overcome their effects. One of the strategies to achieve this is to give a face-lift to performance of women empowerment projects.

The performance of the women empowerment projects would be attained with effective management. Management of women empowerment projects is the process of running women based initiatives to achieve efficiency and effectiveness in giving women capacity through their endeavors to acquire more choices and be accountable of their decisions.

The performance need to be measured through an effective monitoring and evaluation system. Though, socio-cultural factors erect walls in an attempt to preserve cultural values and discriminatory norms, which with time become as good as laws (World Bank, 2014). Management of women empowerment projects should take advantage of inexpensive, committed and consistent women labor capital, networks and teamwork worldwide to improve on their performance.

Building capacity in women leaders worldwide through education, skills, information and health services create in them confidence and make them better managers. They are able to formulate and execute decisions and choices. Therefore, training, educating and financial empowerment of women managers promote their level of accountability. This promotes performance of women empowerment projects, as women leaders acquire more autonomy and do not have to consult their families for every decision. Currently, women project managers lack skills and financial capacity to make independent decisions, forcing them to be dependent on their husbands and family members in every decision. This dependency causes at its best delays, if not misleading effects. This limits the performance of women empowerment projects at individual and community level (The World Bank, 2014).

To promote performance of women empowerment projects, economic empowerment is a requisite. This involves improving women ability to access capital and employment. The resultant effect is that women would command higher productivity, revenue, increases in the income, assets, expenditure, and consumption control (The World Bank, 2014). This control would be translated into efficiency in the management of women empowerment project, and consequently improved performance of the projects. The inverse is true, and unfortunately it is the reality. Women who lack employment and income are dependent on other people, 33.3 percent of married women have no control over household spending and purchases, and 10.0 percent of women are not consulted before their earnings are spent (United Nations, 2015). Therefore, without capital women are disempowered and the performance of their projects are crippled. In Kakamega County children age 0-14 year comprise 47.0 percent of the total population. This indicates high fertility rates among women. The high fertility rate has contributed to large families of 4-6 members per household's constituting 43.0 percent. This translates to poverty and poor health in women. Poverty is also evident in women headed families. Use of firewood as fuel is 89.0

percent and 86.0 percent for women and men headed families respectively. Use of electricity for lighting is at 5.0 percent and 6.0 percent for women and men headed families respectively. This is an indication of women headed families being vulnerable to air-borne diseases caused by smoke from the non-renewable energy (KNBS, 2013).

### <sup>16</sup> **1.3 Purpose of the Study**

The purpose of this study was to investigate factors influencing the performance of women empowerment projects in informal settlements, in Kakamega County.

### **1.4 Objective of the Study**

- <sup>121</sup>  
1. To investigate how socio-cultural factors influence performance of women empowerment projects in Kenya.
- <sup>1</sup>  
2. To assess the extent to which capacity building factors influence the performance of women empowerment projects in Kenya.
3. To examine how access to capital influence performance of women empowerment projects in Kenya.
4. To find out how technology influence performance of women empowerment projects in Kenya.

### <sup>3</sup> **1.5 Research Questions**

- <sup>20</sup>  
1. How do socio-cultural factors influence performance of women empowerment projects in Kenya?
2. To what extent does capacity building influence performance of women empowerment projects in Kenya?
- <sup>20</sup>  
3. How does access to capital influence performance of women empowerment projects in Kenya?
4. To what extent does technology influence performance of women empowerment projects in Kenya?

### <sup>3</sup> **1.6 Significance of the Study**

It was hoped that this study would acquire information that would be useful in assisting NGOs and CBOs in development of management strategies for effectiveness in women empowerment. The governments and policy makers would find the information useful in their prioritization of development projects, more so in the area of women empowerment.

Finally, students and other researchers would find the study information helpful in expansion of knowledge. Identifying socio-cultural factors posing opportunities and challenges to performance of women empowerment projects would be a pointer in policy making and decision making. This would also assist in designing strategies to alleviate or overcome their effects. Assessing the capital limitations in the women empowerment projects, would assist the NGOs and CBOs to come up with fundraising methodologies. In addition, monitoring and evaluation of the project progress would ensure available resources are efficiently and effectively utilized. Information gathered on capacity building factors may be essential for the CBOs in determining their strengths and weaknesses that would be proactively acted upon for better performance of the empowerment projects. With the ever changing technology, donor community and government would use the information availed by the study, to be able to prioritize areas of need that if targeted would ensure sustainable performance of the women projects.

### **1.7 Limitations of the Study**

The researcher was expected to experience some challenges in getting quality data due to literacy levels of the respondents. To overcome this challenge, the study was conducted during the group special meeting. The researcher took advantage of the meetings to take all the respondents through the questionnaire. Absenteeism by members from the meetings was a challenge that the researcher overcame through a follow-up at their homes. Language barrier between the researcher and the respondents was expected to be a challenge. However, the researcher was assisted by an interpreter from the community to overcome the challenge.

### **1.8 Delimitation of the Study**

This study was limited to women groups in South Kabras Location, Malava Constituency, Kakamega County. The women groups had a dairy cows' project, bee keeping, brick making and a fishpond projects. The projects were income generating ventures for the members. The study respondents were the projects group members. In addition, staff of Ministry of Sports, Gender and Social Services, formed part of the study because this was the government office that registered and oversaw the women group operations. Performance of women empowerment projects was limited by socio-cultural factors, access to capital, health care, management skills, and technology. But the study focused on socio-cultural factors, access to capital, capacity building and technology.

### 3 1.9 Assumptions of the Study

This study was conducted under the basic assumptions that the respondents would be available and willing to give correct, reliable information regarding management of women empowerment projects. In addition, all the respondents would give the correct answers without any bias. These assumptions proved to be true.

### 3 1.10 Definition of Significant Terms

**Access to capital:** This is the process of receiving money and assets invested in women projects for the purpose of starting or expanding the projects. This involves adequate and sustainable flow of capital internally and from external sources such as government and funders.

**Capacity building:** This is the enhancement of women empowerment projects capacity through giving their members technical and management skills, technical assistance, and enhancing their partnerships. This is focused into developing and improving their skills, abilities, and project management to ensure growth and sustainability of the projects in the fast-changing world.

**Performance of women empowerment projects:** this is an ongoing process of improving the outcome and delivery of women empowerment projects. This is measured through the preset indicators which include: improved standard of living, increased consumption, employment and improved health of members.

**Socio-cultural factors:** customs, lifestyles, norms, and values that affect the thoughts, feelings, and behaviors of a community. They include but not limited to: discriminative gender roles, controlled decision making, discrimination and human rights abuse.

**Technology:** Application of scientific knowledge such as water harvesting irrigation and use of solar energy and cow dung to develop bio-gas for practical purposes of improving efficiency and effectiveness in wealth creation by women at individual or community level. Also, access processing, storage and dissemination of information by use of computers and cell phones.

**Women empowerment:** The process of giving women the capacity to participate in decision making, economic life and enabling them to be accountable for their increased choices.

#### **1.11 Organization of the Study**

This study was organized in five chapters. Chapter One contain the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitation of the study, assumptions and finally definition of significance terms. Chapter comprise of literature review with the following sub topics; Introduction, performance of women empowerment projects in informal sector, socio-cultural factors and performance of women empowerment projects, capacity building factors and performance of women empowerment projects, access to capital and performance of women empowerment projects technology and performance of women empowerment projects. Chapter Two conclude with a look at the theoretical and conceptual framework. Chapter Three outlines the research methodology. It begun with an introduction then proceeds to describe the research design, study area, target population, sample size and sampling procedure, the research instruments, data analysis procedure, data analysis and presentation, ethical consideration and finally the operational definition of variables. Chapters Four comprise data analysis, presentation, interpretation and discussion. Chapter Five consists of a summary of the findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed the relevant literature related to factors influencing performance of women empowerment projects in informal settlement in Kenya. The literature review examined socio-economic factors, Capacity building factors, Access to capital and technology. The chapter also discusses the theoretical framework, conceptual framework, research gap and summary of the chapter.

#### **2.2 Performance of Women Empowerment Projects in Informal Settlements**

Performance of women empowerment projects is the achievement of the women unique endeavors' goals of giving women a holistic competitive edge by transforming women economic and social status. This is achieved through application of knowledge, skills, technology and abilities. Performance is measured against predetermined known standards of accuracy, completeness, cost, and time. Women in informal settlements are the pillars of development. They are the catalysts to achieving sustainable economic, environmental and social change. But, performance of women face obstacles of cultural norms, limited access to capital, health care, lack of access to technology and training. Women empowerment translates to empowering families, communities, and economic productivity (Ngcuka, 2013). Therefore in order to achieve the desired performance in women empowerment projects it calls for closing the gender equality gap so that women can be effectively involved in managing their empowerment projects at communal and individual level. Women are providers of 43.0 percent of the agricultural labor force in developing countries, 20.0 percent in Latin America, 50.0 percent in Eastern and Southeastern Asia and sub-Saharan Africa. With such great contribution, effective management of women empowerment projects and anticipated performance cannot be underrated. Women provide 50.0 percent of labor in food production in Eastern and sub-Saharan Africa, 40.0 percent in Southern Africa and 45.0 in West Africa. Time contributed in food production in Gambia is 30.0 percent and Cameroon 80.0 percent. In china, India and Latin America women contribute 32.0 percent, 50.0 percent, 30.0 percent, respectively of their time to food production (Doss, 2011).



In a campaign against illiteracy in women, Alfabetizando com Saúde women empowerment project in Brazil integrate health responsive training with adult literacy classes. The Curitiba City Council funded the project and championed for a network of qualified community volunteer educators. Over and above, women empowerment through literacy and health responsiveness the project taught on a diseases caused by a poisonous brown spider common in the city (UNESCO, 2016). The empowerment project was a success because the leaders employed bottom up management approach. Therefore women owned the project, as their own initiative. In addition, the project employed: drama, debates and role play as the training techniques. This was a strategic way of managing the training as the methodology is easy to identify with. As the project progressed the educators noted that acquiring confidence and self-esteem enabled women cope with depression. Impacts of cholesterol were also reduced through awareness on eating habits. The women empowerment project performance was credited to participatory approach and use of unpaid volunteers. This motivated the community to embrace the project, enhancing its sustainability.

<sup>119</sup> Women are the best managers of the environment conservation as they are the home makers; they fetch firewood, feed livestock and fetch water in the informal sector. In India; Uttarakhand, in a village of Uttar Pradesh, The village forest was a women empowerment project managed by women. The forest was rich in biodiversity. The management's decision about when to open the forest for grass, leaf and firewood collection was done by women. Grass and firewood collection rules and the fines for violation were taken by the women. Women ensured that forest product collection did not conflict with periods of heavy agricultural work. They repaired the forest boundary wall. By their standards the project was performing well. However, women had expressed resentment over the men leaving all the forest protection work to them (World Bank, 2001). This is a clear indication of norms interference on management of women empowerment projects, as women felt they needed men involvement in the control of their project. This dependence created by norms and enforced by poverty limits performance of women empowerment projects.

In their endeavor to promote maternal health, child and adolescent health, the Tostan Women Empowerment Project in Senegal adopted participatory rights-based approach. A participatory rights-based approach pursues a broad participation of the community and

ensures that a democratic process is adhered to in the activities of the project. This was achieved through integration of literacy, health care and gender rights in the curriculum. The management of Tostan International developed a learner-centered methodology, borrowing on local knowledge and beliefs. The two year project focused on oral discussion on hygiene and health, common illnesses and nutrition in the first year. The second year focused on literacy learning. Literacy learning covered writing letters, simple project proposals and short messages on mobile phones. Through involvement of religious leaders and wider community members, the project overcame harmful practices of Female Genital Mutilation (UNESCO, 2016). The registered performance of the project can be accredited to the holistic and participatory approach employed by the management. Instead of the project facing Female Genital Mutilation as an isolated subject, the project empowered women in all spheres.

Women in Kenya are instrumental in contributing to the welfare of households, community, County and National Government in terms of economic empowerment, poverty alleviation, promotion of literacy levels, and improvement of health, peace and human rights. This is achieved through well-managed women empowerment groups. Performance of women empowerment groups in Kenya has had challenging moments but, the delivery is unquestionable. Conservation of the Karura forest and Uhuru Park from destruction can be credited to women empowerment projects. The Kenya constitution 2010 is also a product of women struggle for democracy. According to Nzomo (2013), Women empowerment projects in Kenya emerged as a progressive feminist movement agitating for gender sensitization, capacity-building of women political leaders, socio-economic programs for poor women and the poaching for constitutional reform. The leaders were from a cross-section of disciplines: Academia, Legal Practice and national women's NGOs.

The movement in the 1990's agitated for what was dubbed: the Second Liberation Struggle. The struggle on Section 2A of the Kenya Constitution, Hon. Charity Ngilu and Phoebe Asiyu in 1997 moved the motion for its implementation by Parliament but it flopped due to lack of support from a male-dominated parliament. On 20th April 2000, MP Beth Mugo sponsored the bill through her Social Democratic Party, though it seemed to attract widespread parliamentary support, on 12 October 2000, the then President Daniel Arap Moi, announced that he was opposed to Section 2A of the Constitution.

<sup>5</sup> Maendeleo ya Wanawake organization, the National Women Coordinating Committee, Educationists, and Media Women Association all lobbied aggressively for the endorsement of the Constitution of Kenya Amendment Bill 2007. This struggle led to 30.0 percent women representation in Parliament and civil service, in Kenya Constitution 2010. This highlights the great potential, commitment, persistence, and willpower that would be tapped to surmount National challenges (Nzomo, 2013).

Performance of women projects is made more efficient by use of technology. Avallain Women Self-Help Groups in Kenya, a women empowerment project at the Coastal Region of Kenya, demonstrates use of technology in managing their projects. The project empowers women through Information Communication Technology (ICT) skills which included use of internet, and recording sales and meeting minutes by use of computers. The project integrates training ICT skills with literacy and building women capacity through education on alternative livelihood activities. The communities' livelihood activities include beekeeping, establishing tree seedlings, growing fruits, and vegetables, also, goat and poultry keeping, and small-scale businesses. Some of the self-help groups extract Aloe-vera to make neem soap, while others are involved in coconut oil and cashew nut processing. Over and above their livelihood activities, the community is involved in marine environments conservation. Avilian Software Company from Switzerland has invested in the projects through giving the empowerment project members laptops and the skills (UNESCO, 2014a). This project has registered performance in community empowerment, literacy and poverty alleviation. Also there is reduced abuse of alcohol made from the coconuts, as the community idle time has been re-directed to constructive work. This in-turn reduces HIV/AIDS infection and promotes community economic empowerment.

### **2.3 Socio-Cultural Factors and Performance of Women Empowerment Projects**

Socio-cultural factors are communal acceptable behavior, values, norms and attitudes. The factors affect lifestyle, religion, family and wealth. Though socio-cultural factors are bound to change, they are more resistant to influence from external environment changes than traditional factors. Norms are acceptable behavior. Norms are components of socio-cultural factors, which have globally legitimized discrimination against women causing economic costs. Social norms define acceptable gender roles in a community (Apsalone, 2015).

To overcome socio-cultural norms in women projects, Inter-American Development Bank in the United States of America, ensured risk management design in initiatives, implementation, and activities are done in agreement with indigenous leaders. This ensures women projects sustainability and the preservation of their ways of life. Bi-cultural members of the project team participate in the projects' identification design, implementation, monitoring and evaluation. Over and above education, the project management must be versed with the community's ethnic, linguistic, and cultural aspects. The project staff must exhibit skills in conflict prevention and resolution and negotiation mechanisms compatible with the community authority and decision-making structure (Partridge and Mejía, 2013). This has ensured that women empowerment projects are effective in having performing loans. In addition, the community authorities are not in conflict with the women empowerment projects.

To overcome the effects of socio-cultural norms that had entrenched discrimination against women in the Northwest Bangladesh, CARE International had to devise a strategic system to collect milk from the 35,000 smallholder farmers, of whom 79.0 percent were women. Before the introduction of the new management system the project of dairy farmers used to offer training in farm management, improved breeding and dairy farming. However, due to socio-cultural factors interference, women suffered social constraints in marketing their product. Door to door mobile milk collection secluded women in the region. Improved management of the project established milk collection centers incorporated milk testing for quality, reduced transaction and transport costs as the fixed milk collection centers were strategically located in the village. This system therefore, benefited all dairy producers and ensured quality milk (FAO, 2011). This is an indication that circumspectly designed monitoring and evaluation systems in projects' that work alongside entrenched cultural norms and overcome their effects. Though the systems may fail to overcome the roots of social constraints, the projects are able to prevail against the socio-cultural challenges leading to the projects dismal performance.

Female Genital Mutilation and early forced girl child marriages are some of the socio-cultural norms in Kenya that are still a challenge to women empowerment in Kenya. Ilkerin Loita Integral Development Project is a woman empowerment project initiated by UNESCO at Loita. The aim of the women empowerment project was to overcome Female Genital Mutilation and discourage early forced girl child marriage that lead to girls' being

forced out of school, poor reproductive health, and high fertility. But, to sell this idea the project management had to identify a project that the community could identify with; this happened to be Loita Conservation and Ethnobotany. Ethnobotany is the scientific study of a community customary knowledge and about plants and their medical and religious facts. Therefore, the women empowerment project integrated the alternative girl-child rite of passage, women empowerment through Loita conservation and the ethnobotany project. The women were empowered through the sale of drugs from the plants and tree seedlings. The conservation involved: sustainable management of trees, empowerment rally and building community capacity to manage forest resources, collecting and use of ethnobotanical information, and establishment of a Loita Ethnobotany Centre. The project documented the uses of over 250 species of plants (UNESCO, 2017). The integrated approach strategy in the management of the women empowerment project led to the achievement of the project to overcome the negative socio-cultural values, empower women and girls and conserve the forest.

Gender Based Violence in Kenya (2016), report highlighted that gender-based violence was a prevalent socially accepted human rights violation in Kenya with 39.0 percent of women and girls over 15 years experiencing physical violence. In addition, 25.0 percent of women and girls encounter violence annually. Inheritance norms, customs, gender inequality, gender roles, social networks and power in decision making are socio-cultural factors that influence women economic empowerment of women in Kakamega. According to a study by Awuor (2013), 51.0 percent of the respondents believed that the socio-cultural factors had a negative effect on women empowerment while 15.0 percent had a contrary opinion. Women economic empowerment translates directly to effective performance of women empowerment projects as a disempowered community is unlikely to manage projects. This is due to the fact that project management requires capital, skills and the appropriate information and technology (Awuor, 2013).

#### **2.4 Capacity Building and Performance of Women Empowerment Projects**

Capacity building is the process of enhancing the organization and control of an organization so that it can perform efficiently and achieve its objectives. The process involves increasing and intensifying the skills, experience, abilities, procedures and wealth of a women organization in a community. This is done to empower the project to

be self-sustaining, grow and to excel against all odds, and achieve women empowerment objectives (Beesley and Shebby, 2010).

In the attempt of The <sup>25</sup> Cambodian National Adaptation Programme of Action to Climate Change project to overcome the disastrous climatic change effects, women had to be empowered to reduce the susceptibility of Cambodia's agricultural sector. However, the women had limited or no information, skills and techniques to be proactive against the anger of mother nature. With the aggression of floods, food insecurity and drought, women and children were more vulnerable. This disadvantaged performance of women empowerment projects which relied on agriculture. To ensure the project's success 1,192 women were trained on warning systems, irrigation, management of the water resource, technologies of solar pumps, and rainwater harvesting. By 2015, the women empowerment project had installed <sup>25</sup> 48 solar pumps, 86 pump wells, 5 community ponds and 51 water-harvesting tanks. The project was benefiting 2,501 households in 53 villages in home gardening. The project had 56.0 percent of women participants, earning 30,000 - 50,000 riel per day through the sale of vegetables in local markets (Dutta, 2015). Therefore capacity building in women, delivered a safe living environment, and food security to the community.

Herders are more often threatened by food insecurity due to their reliance on animal for food. Badia Rangelands Development Projects in Central and Eastern Syrian Steppe was funded by IFAD. The women empowerment project was initiated to rehabilitate the degraded rangelands and improve herders' income. To improve on the management of the women empowerment project, IFAD invested in capacity building of the women through: creating job opportunities, offering literacy classes, training in first aid, food processing and sewing. The empowered women started earning revenue through new skills. This translated to more income and better performance of the women projects. Men started respecting women decisions as women were more independent (IFAD, 2015). This in return, gave women capacity to make decisions on behalf of their girl children, saving them from early marriages.

In Bolivia Western-Central South America; a Bilingual Literacy and Reproductive Health project was initiated by UNESCO. The women empowerment project used the Freirean approach to influence the community to virtues of healthy decision-making. The project curriculum taught in indigenous languages and Spanish, integrated women's reproductive

<sup>47</sup> health rights with developing women's skills in negotiation. The project championed women and men to talk about self-esteem, <sup>47</sup> violence-free relationships and decision making in families. This project was able to overcome socio-cultural norms gender violence and discrimination (UNESCO, 2016). The performance of the women empowerment project was successful in giving the rural informal settlement confidence to interact with health care professionals. This was a step towards achieving primary health care services which include: screening for breast and cervical cancer.

In Kenya, professional women are doing a recommendable job in empowering women in the informal sector. Women lawyers came up with FIDA Kenya. According to FIDA Kenya (2015), the group has informed 5,000 people about women's rights, about violence against women. The group has given 1,859 women legal services and represented 68 women in courts. They have also trained 79 on psycho-social counseling and reporting violence against women. The project has trained 35 women leaders in interests of women advocacy and 435 women in legal self-representation. They have given counseling to 333 women assisting them to overcome trauma. They have referred 797 women for legal help. The group has helped 107 women county assembly members analyze and review county legislation and budgets. This is a move in the right direction, where women are giving others capacity, experience, knowledge and skills to influence the community positively and protect the vulnerable. A study by Chimoita (2014), indicated that extension facilities in Kenya included: Farmers field schools, demonstrations, contact farmer's method and community leaders. Mass extension included field days at 47.0 percent, agricultural shows 21.0 percent, church based groups at 18.0 percent, and organized field visits and bench marking methods at 17.0 percent. Therefore, capacity building of women empowerment projects was within reach. However, the <sup>31</sup> study could not confirm the findings of World Bank (2006) that donors emphasize on project monitoring, evaluation, and reporting on processes and inputs, overlooking outcomes and impacts.

In order to overcome the plight of HIV/AIDS in Isecheno, Kakamega County, the Isecheno Women's Conservation Group embarked in training women in business skills which included <sup>64</sup> customer care, tour guiding, organizational behavior, organizational structure, conflict resolution, and tour programming. This was in an attempt to build capacity for women tour guides. The project also integrated conservancy training program in bee keeping, community fish ponds, and tree nurseries. The project aimed at

empowering women and girls who were more prone to HIV/AIDS as a result of high poverty levels in the County. Poverty levels in the County stands at 51.3 percent against the National poverty level at 45.9 percent (Barry, 2012). Women in the County have no control over the revenue from Sugarcane, so men use that income to entice girls and women into sex (Barry, 2012). The Isecheno women empowerment project activities have been successful in giving women income and employment. This has given women capacity to make decisions over their lives and their children. Income from their projects has also improved the performance of the empowerment project through financial contributions that has led to the growth of the projects.

### **2.5 Access to Capital and Performance of Women Empowerment Projects**

Access to capital is acquiring wealth in financial and other tangible factors of production, such as land, buildings, labor, tools, equipments, and machinery. Other types of capital include: debt capital, equity capital, the movable and immovable capital (Goodwin, 2003). The Marshall Plan program is a model program that transferred \$13 billion in aid from the United States to Western Europe from 1948 through to 1951. The program played a crucial role in launching the postwar era of prosperity and political stability in Western Europe. Marshall Plan alleviated resource shortages and gave Western Europe a foundation to break an economic stagnation. The program led a rise in Gross National Products of Western Europe from 15.0 percent to 25.0 percent. The plan contributed to the rapid renewal of the western European chemical, engineering, and steel industries (Bradford, 1991). Such a model program would be of great impact in giving women empowerment a start, and catalyze the country's economic development.

Women empowerment projects projects sources of capital included members' contributions, grants from government and other Non-Governmental Organizations (Goodwin, 2003). The women empowerment projects in the rural areas require input from the private sector. World Bank (2016) reported growth in private sector support for gender equality. Corporate programs focusing on women economic empowerment included: Goldman Sachs started in the year 2008 and it was working in 43 countries. Coca-Cola 5 x 20 Program was working in 12 countries focusing on reaching 5 million women entrepreneurs by 2020 (World Bank, 2016). World Bank (2017) report stated that women faced challenges in financing their businesses. It was for this reason that the World Bank initiated Women Entrepreneurs Finance Initiative (We-Fi) to ensure financial



access by women entrepreneurs. The fund was aimed at mobilizing one billion United States dollars to avail debt, equity, venture capital, and insurance products to women empowerment projects.

Peruvian Andes is a remote mountainous area in South America. IFAD funded the Puno-Cusco Corridor Project. The women project introduced microfinance project to 7,000 women who opened savings accounts. The women empowerment project encouraged members to make savings to create a pool from which members could borrow. After borrowing the women invested the money in livestock, dairy, crafts enterprises and tourism projects, which they managed. The project registered positive performance with increased savings and lending. This implied that the women leaders had to be trained on book-keeping skills. To promote a competitive environment and bench marking, the empowerment project organized exhibitions and exchange visits, this improved capacity on women on formulating feasible business plans. Currently 10,000 women have benefited from the project and the numbers continue to grow (IFAD, 2015).

To alleviate poverty in India, women had to be empowered. The Grameen Bank initiated a Self-Employed Women's Association (SEWA). For the women empowerment project to register enviable performance, holistic strategy was adopted. This strategy included: employment and enterprise training, investment assistance, social development, and health-care education and services. The women contributed their saving which was pooled and lent out ad loans to members. The project reached 70,000 poor households in Bangladesh (UNESCO, 2016). Over and above, savings from the members, the project considered health factors and family planning. This is due to the fact that, effective family planning reduces the risk in microcredit activities. According to Kaur, Sherbinin, Toure and Jensen (2014), enhanced family planning result to improved performance of individual investment and income-generating activities. This translates to better loan servicing, savings and borrowing. Consequently, the more the women have increased role in reproductive decision-making. The women empowerment project performance in empowering the women was through capacity building in decision making and their income, through provision of capital and building of their businesses.

To overcome poverty in Ethiopia among the poor women in the rural and urban informal sector UNESCO started an Integrated Women's Empowerment Project in seven states, that is: Afar, Addis Ababa, City Administration, Tigray, Oromia, and Amhara. The women empowerment project offered education and entrepreneurial support. The adult literacy curriculum comprised of: life skills and business skills training. On the other hand the entrepreneurial support comprised of access to start-up capital and business development and a support service. The support service was a continuous program of savings, credit and grants access. The empowerment project reached 30,000 women through the poverty alleviation project and the project developed a model that could be replicated (UNESCO, 2015). The Integrated Women's Empowerment Project trained trainers for workshops and published manuals in Amharic, Tigrigna and Oromifa to ensure that the women empowerment project is easily replicated and sustainable.

Food insecurity in Kakamega is blamed more on men, because they emphasize on growing Sugarcane, which is a cash crop. Men control the revenue from the crop, causing women disempowerment. According to Liru (2014), women manage the sugarcane farm from cultivation to weeding till the harvest is ready. During the harvest period, men come in and claim that the factors of production which include the wives, children and land belong to them therefore they sell the produce. However, there are other factors influencing food insecurity in Kakamega, these are: inadequate access to credit, insufficient income, inadequate farming skills, lack of male involvement and lack of access to farmland at: 10.0 percent, 16.0 percent, 26.0 percent, 16.0 percent, 17.0 percent and 14.0 percent respectively. From the statistics factors relating to capital, are credit and income which comprise of 26.0 percent. The study also highlighted that women did not have any stable source of income. This indicates that capital rates as the highest influence to performance of the women empowerment project in Kakamega County. Kakamega County economy is agriculture based with sugarcane, maize, beans, cassava, finger millet, sweet potatoes, bananas, tomatoes, tea and sorghum being cultivated. The high population density has led to average farm size is 1.5 acres per a family. This has led to the poverty levels of 51.3 percent (National Council for Population and Development, 2017).

According to National Council for Population and Development (2017), small scale businesses in Kakamega are faced with risks of poor pay and exploitation. Motorbike businesses face dangers of accidents, health complications and injuries. Farming,

domestic workers and Casual labor face harassment by authority or employers. These challenges are a great handle to the community seeking meaningful income. This has contributed to the Kakamega County HIV prevalence rate which stands at 5.9 percent, which is higher than national prevalence at 4.8 percent (GoK, 2015). The women believe that poverty and idleness among the young women result to illicit alcohol brewing and prostitution, leading to high HIV prevalence rate.

## **2.6 Technology and Performance of Women Empowerment Projects**

With globalization and the ever changing technology, governments and commercial sector have adopted e-government and e-commerce respectively, to encourage international trade. In addition, information is readily available over the internet on every discipline. Technology in computing improves and makes management cheaper, efficient and effective. This promotes performance of organizations. Internet allowed connectivity, communication, information and knowledge sharing. In addition banking and billing have become easy and convenient. Internet has further led to cloud computing. This is the process of making information technology services and resources accessible from the Internet through web-based tools and applications. Cloud system services include: Platform as a Service, Software as a Service, Platform as a Service, and Infrastructure as a Service. The services have made computing to become affordable and more flexible for all (Intel, 2013). Women in informal sector lack skills in technology, therefore being underprivileged in the competitive global market. The management of the women projects is stuck with obsolete technology. This limits the performance of the women empowerment projects (ESCAP, 2016). Cummings and O'Neil (2015) stated that technology is a mirror on society's social, economic and political structures. In addition, technology promotes the capacity of women and girls, to express their views, interests and preference. In pursuance to women empowerment, technology promotes this agenda through; increasing their critical consciousness which impacts on social norms and relations, increase women social status closing gender gap, in addition technology opens up new economic opportunities, empowering women. Finally, communication improved by technology promotes public engagement which is a catalyst to collective action (Cummings and O'Neil, 2015).

The home care chores are ever putting pressure on women. Even when women have house-helpers, they desire to supervise every task to ensure it is done to their taste. This

highlights that women would work more effectively in their home environment. Agile Nation Project came in to offer this solution. The Agile Nation project, by the Chwarae Teg women, champions developing management and leadership trainings for agile working. The project involves flexible working hours and exploiting technology to facilitate remote working. The project focuses on firms to appreciate the benefits of adapting an environment where women can work in their homes (The British Council, 2016). This is an indication that women empowerment projects can use technology to empower women against socio-cultural challenges such as status-related and stereotyped segregation of women at work. The project has overcome the institutional barriers in the labor market, therefore accommodating a house wife to work in offices yet performing effectively in managing individual and community projects.

Female Genital Mutilation is a socio-cultural norm practiced in several countries of Africa, such as; Kenya, Somali, Gambia and Mali. In these African communities, when a girl goes through the female genital mutilation, she is considered a woman, whether a minor or not. The girl is therefore, forced into marriage. To overcome this abuse of girl child right, Tostan women empowerment project is serving 450 communities in Djibouti, Guinea, Guinea-Bissau, The Gambia, Mali, Mauritania, Senegal, and Somalia. The project uses social networks to campaign against female genital mutilation. Through, the efforts of Tostan women empowerment project, in Senegal 5,423 communities deserted the culture of female genital mutilation and girl child forced marriage (The World Bank, 2014). This is an indication that ICT is a powerful tool in the management of women empowerment projects if well utilized. However, if misused, ICT can be a lethal tool in propagating stereotyping against women. The project's success in discouraging this inhumane and health risky culture is a milestone in achieving better health. A healthy community is a productive community, with capacity in labor capital (UNESCO, 2017).

Resources previously used in health are channeled to savings and investment. In addition, minor girls who were previously forced out of school are allowed to continue with education. Education builds the capacity of the girls, empowering them to make independent decisions and that of their children. Therefore, the impact is taken over to several generations. The social media platform has promoted performance of Tostan women empowerment project, as many communities consider abandoning the custom of female genital mutilation.

As the world transition from the obsolete technology of slates in education to use of ICT, women empowerment has also to transition to be effective in their project management. The ICT-based Literacy Project for Girls and Women is a women empowerment project initiated by the UNESCO in Dakar. The project's focus is to build capacity of girls and women aged 15 years to 55 years through literacy and ICT skills (UNESCO, 2017).

The project motivation is the desire of girls and women to read and write text messages. The project has taken shape in: Diourbel, Fatick, Kédougou, Matam, Saint Louis, Dakar and Tambacounda, impacting 6,500 girls and women. This has been achieved through training, 253 girls and women taking face-to-face classes, and 3,000 girls and women undertaking online training program. In addition, 3,000 women have trained in technical skills which include: sewing, hairdressing and agriculture. The project has also established 135 classrooms in 7 regional teacher training centers. Each center is equipped with 70 Sankoré digital kits. Each kit comprise of a laptop, an interactive beamer and an infrared stylus touch pen for writing on a digital board. The project also supported 1,900 special-need girls complete primary school (UNESCO, 2017). The performance of the women empowerment project has been credited to transparency, accountability and good governance, achieved through an effective monitoring and evaluation system. This has transformed lives of many women and girls, and changed the community attitude to learning through active approach to learning.

Technology makes work easy, reducing time and effort to achieve the same task. IFAD funded Central Kenya Dry Area Smallholder and Community Services Development Project at Kiambu. The project sunk boreholes and piped the water to the project members' homes. The project provided clean water for the project members, and saved them the half-day labor of walking and queuing for hours to fetch sediment infested water for domestic use and animals. Now the project members visit the health facility less frequently. This saves the project members money, as good health translated to productive labor. Girls were released to attend school, instead of using time fetching water. The project opened up opportunities for income-generating activities, which include: kitchen gardens, animal husbandry and bee-keeping. The resultant effect is that women manage their time, resources, and individual and community projects more effectively (IFAD, 2015).

The project members are more empowered and they contributed more in the project kitty. This opened more time for capacity building through training and better management systems in the empowerment project. The women control erosion during rainy season and use the water in dry season for irrigation. This turned the semi-arid area into productive area. The women use animal waste to produce bio-gas for heating, and had money to invest in tapping solar energy for lighting, which reduced trees being cut for fire wood. The capital invested by IFAD, on water provision, enhanced the performance of women empowerment project all-round as it transformed: health, environment, education, capacity building, and income generating opportunities. The project reduced wasteful expenditure. This implies that women savings and investments increased and the women started paying tax to the government (IFAD, 2015).

Lack of farming skills was considered to be one of the causes of food insecurity in Kakamega. According Liru (2014), inadequate farming skills contribute 26.0 percent towards women projects failing to secure food security in the county. Women use obsolete technology in farming which include relying in seasons and weather, use of artificial fertilizers without prior test of the soil for nutrients, and planting seeds that have not be ascertained for the area by specialists. Therefore, technology is a major setback in performance of women empowerment projects in Kakamega.

## **2.7 Theoretical Framework**

Theoretical framework comprise of concepts, their definitions in addition reference about the relevant scholarly literature. Theoretical framework reinforces the study by allowing the reader to assess assumption and link the researcher's findings to the existing knowledge.

### **2.7.1 Big Push Theory**

This study has adopted the Big Push theory, developed by Rosenstein-Rodan in the year 1961. The theory states that: Coordinated, concurrent investment by many sectors lead to increased returns. This creates income and demand for goods. The income creation and demand improvement then enlarge the market. The resultant effect is industrialization. The hurdle to achieve development therefore, requires a big push (Wang 2015). Women in the informal sector struggle to save from their meager income. It is for this reason they come together to pool resources and start projects over and above desire for social life.

With Kakamega County occupation statistics indicating that the percentage involved in work for pay 17.5 percent, family business 10.4 percent, agricultural 43.7 percent, volunteer 1.3 percent, retired/ homemaker 6.3 percent, fulltime student 14.0 percent, incapacitated, 0.6 percent and those with no work at 6.3 percent (KNBS, 2013). From the statistics it could be deduced that 28.4 percent of those in working age have no income. The National Government, County Government and the private sector could give the community by investing in infrastructure and social services which are lacking in the county. This would create employment in the county, women would have income to command demand and save, then invest in modern farming technology and clean energy. This would in turn save families from poor health and the women would be empowered. This would break the vicious poverty cycle and promote performance of women empowerment projects.

### **2.7.2 Theories on Participation**

This study also adopted the theory of participation by Tesoriero in the year 2010 (Tesoriero, 2010). The theory states that the community should determine their needs and determine the solution to their problems. The theory therefore, indicates that a community should identify their needs and challenges and come up with the solution to the challenges. This is contrary to imposing solution to the community from outside. Whenever the local community is not sought to identify their challenges, donor resources are wasted. Community participation is core to any successful project. In Kaalokol village of Northern Kenya, a fish-processing plant was set along the rich fish, fresh water Lake Turkana, using a top-down approach. The donors had the good will as they wanted to alleviate the constant drought and food insecurity in the area. But, they ignored that the community was a Nilotic community. Therefore, their occupation is semi-nomadic pastoralists, relying on milk, blood and meat from their herds for food. This caused the well-intended project not to perform as expected. If the community was consulted, they would have suggested a different project which would have succeeded. Alternatively, the donor would have first sought to train the community in fishing (Njeru, 2013). The theory of participation in project implementation, monitoring and evaluation, cautions the implementers from such loss of resources.

The dividends of participation theory are: community's ownership of the project, community commitment and accountability to the project. Though women may lack the

management skills required for their projects, participatory approach ensures that they have the projects at heart. It was for this reason that women empowerment projects have been surviving in developing nations. Similarly, the performance of the projects may be wanting in efficiency and effectiveness, due to lack of skills, capital and technology, the projects still survive. This was the basis of the success of Faith-based Organizations across the country as the initiators seek to understand the community and allow the community to participate in the projects. This has allowed the projects to be cost-effective, sustainable and replicable. The project implementers should value the community's; local knowledge, resources, skills, and culture (UN 2003). Though many of the factors affecting the performance of women empowerment projects can be rectified, the correction should be channeled through the local women. First and foremost, appreciating what women are doing then having on board new skills, new technology and injection of finances. The theory to some extent fails to support the study in that: Many women empowerment projects requires technology overhaul. The existing technology such as the use of non-renewable energy and having grass thatched houses is destructive, expensive and risky to the community. This obsolete technology should be replaced with renewable energy, also, use of iron sheet roofs.

### **2.7.3 Theory of Empowerment**

This study was also modeled on the reference of the Theory of Empowerment by Tesoriero in the year 2010 (Tesoriero, 2010). The theory states that when a community is informed they have a more effective voice, to take an active part in determining matters affecting their common welfare. Community empowerment is achieved through giving people information, resources, opportunities, vocabulary, knowledge and skills. This is required to increase their capacity. Empowerment theory focuses on assisting the community to overcome their barriers so that they can exercise their power. The theory supports the study as the theory introduced the concept of individual and community capacity building. Individuals and community empowerment process involves increasing control and transition from a state of incapacity. This raises the community from point of reaction to a strategic point of being proactive. The theory supports the study in that capacity building is one one of the factors influencing the performance of women projects.



## **2.8 Conceptual Framework**

A conceptual framework is a systematic logical tool that expresses broad ideas and principles diagrammatically. It is a research blueprint that guides the research project study. It creates awareness and understanding of the phenomena being researched, (Kombo and Tromp, 2013). This conceptual framework linked the problem and the fields to be studied in order to provide answers. The independent variables have been broken down into indicators that were studied to provide answers to the research questions. These answers provided information to the identified statement of the problem on Social-Cultural factors, capacity building factors, capital, and technology. In addition, the dependent variable was identified as the performance of women projects, which was further broken down to the various indicators. Moderating factors were identified as Government Policies, services, and infrastructure, as women empowerment project do not operate in isolation.

## Conceptual Framework

### Independent variables

#### Socio-Cultural factors

- Gender roles discrimination level
- Level of independent decision making
- Stereotyping level
- Extents of Human rights abuse.

#### Capacity building

- Trainings of members
- Technical assistance accessible
- Monitoring and evaluation
- Partnerships level

#### Access to Capital

- Funding consistency
- Funding sufficiency
- Members' contributions
- External funding

#### Technology factors

- Use of renewable energy
- Use of modern farming technology
- Ease in exchange of information

### Dependent variable

#### Performance of Women Empowerment projects

- Income
- Project growth
- Employment
- Improved members' standards of living

#### Infrastructure

- Public Policies
- Social services
- Roads
- Access to electricity

### Moderating variables

Figure 1: Conceptual Framework

## 2.9 Research Gap

**Table 2.1: Summary of the Knowledge Gap in this Study**

Factor	Author(s)	Title of the study	Observations	Knowledge Gaps
<b>Socio-cultural factors</b>	(Wenda, 2013)	Factors influencing empowerment of women on the management of group projects in Winam, Kisumu	Community and culture create opportunities for women. This improves their decision-making, rights, and status, therefore benefiting projects.	The study did not investigate how the community culture is a hindrance to the management of women empowerment projects.
<b>Technology</b>	(Wawire and Nafukho, 2010)	Factors affecting the management of women groups' micro and small enterprises in Kakamega District, Kenya	Groups used simple tools and equipment and failed to use computerized and mechanized operations	Considered technology as only physical and did not consider systems such as renewable energy and water harvesting and irrigation.
<b>Access to Capital</b>	(Nderitu, 2010)	Factors influencing effective implementation of women empowerment projects in Kigumo division, Murang'a County in Kenya.	Water scarcity is a hindrance to agriculture and economic development during the dry season	The study failed to consider, how capital factor could solve the challenge by drilling boreholes and sinking dams.
<b>Capacity building</b>	(Awuor, 2013)	Factors influencing the economic status of women in Kenya: A case of Mumias District, Kakamega county	Socio-cultural factors affect women economic empowerment negatively	The study failed to capture how capacity building in women through giving them information and skills could be a solution.
<b>Performance of Women Empowerment projects</b>	(Njeru, 2013)	Factors influencing fresh water fish farming in Embu North District, Kenya	Study considered factors affecting fresh water fish farming as: ecological factors, social economic factors, training and extension services, and the marketing.	The study failed to capture, the formation of groups, and SACCOs and women empowerment projects, and their management to promote efficiency marketing and purchase of inputs

## 2.10 Summary of the Literature Review

The independent factors of this study were the socio-cultural factors, access to capital, capacity building and technology. The factors influenced the dependent variable, which was the performance of women empowerment projects. The study discussed in details the factors influencing performance of women empowerment projects based on the four objectives.

## 5 CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter presents the research approach that was used in the execution of the study. The chapter describes the research design, target population, sample size and sample selection, data collection procedures, data analysis techniques and data processing.

#### 3.2 Research Design

128  
Research design refers to the strategy the study adopted. This ensured an effective address to the research problem. The research design is the blueprint for the collection, measurement, and analysis of data. This study adopted descriptive survey design. Descriptive survey design, involves observing the characteristics of a phenomenon or investigating possible correlations among two or more phenomena. The design does not change or modify the situation being investigated and does not determine cause-and-effect relationships, this assisted to undertake the study in a short period. The design adopts sampling, questionnaires, observations, interviewing strategies to collect quantitative data. These factors made the design suitable for the study. Descriptive survey design help provide answers to the questions of who, what, when, where, and how associated with a particular research problem. Though the design fails to ascertain the question why, it explains the relationship between the variables over a short period of time (Williams, 2013).

2  
Descriptive survey design is used in exploratory studies to allow the researcher to gather information, summarize, and interpret the findings then present the results for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (1999), explains that the purpose of descriptive survey is to determine and report the phenomena. Descriptive survey design observes the subject in a natural and unchanged natural environment. The design is appropriate in quantitative research design. It provides the general overview of the variables that are worth testing quantitatively. Due to the diverse tools used in descriptive survey design, it yields rich well triangulated data that leads to practical recommendations. 4  
Descriptive survey design was therefore the most suitable for this study as it provided answers to the research questions and generalization of the study. 33

### 3.3 Target Population

The target population is the total group of individuals from which the sample is drawn and the researcher wants to generalize the result of the study. Generalization is the degree a researcher can apply the findings of the research to the target population (Cooper and Emory, 1995). According to Mugenda and Mugenda (1999), the population is the entire group of individuals, actions or items with common discernible characteristics. The study population comprised of 220 respondents aged 18 years and above. There are no minors in the groups. The respondents were members of the women empowerment groups from the informal settlement of South Kabras and Malava town. The respondents were drawn from the members of dairy cow, fishpond, beekeeping, and brick making projects. In addition, there were 2 staff from the Ministry of Sports, Gender and Social Services from Malava constituency, South Kabras Sub-location.

**Table 3.1: Target Population**

Group/ project	Target women population Size
Dairy cows	38
Fishpond	65
Beekeeping	60
Brick making	51
Group leaders	4
Ministry staff	2
<b>Total</b>	<b>220</b>

### 3.5 Sample Size and Sampling Procedure

Census is a complete list of a universe. A universe is a place or a group of people or a specific locality from where we collect the data. Census method is applicable in population census, agriculture census, and animal census. It promotes gaining vast knowledge. However, the method is costly and time consuming. When the population is large, studying the whole universe is not practical. Therefore, sampling method is used to pick up a sample from the whole universe. A purposive sample is a non-probability sampling. The sample is selected based on the study objective and the population characteristics. The sampling is used where sample proportionality is not the main concern (Pandey and Pandey, 2015). According to Nyandemo (2004), sampling theory is the study between a population and the sample drawn from the population. The

study applied Cochran formula to calculate the sample size, the sampling formula allows the researcher to calculate an ideal sample size, on determination of confidence level, which the study will take 95.0 percent and estimated proportion, the study will take  $p=0.5$ , by assuming maximum variability (Cochran, 1977).

The margin of error is  $z=1.96$  at 95.0 percent confidence interval. The desired margin of error  $LS(\alpha) = z(\text{square root}(pq/n_o))$ .

Where:

LS: is the level of significance (desired margin of error)  $\alpha/2 = 0.05/2 = 0.025$ ,  $z$  is the 1.96, 95.0 percent confidence interval,  $n_o$  is the representative sample for proportions (Cochran's sample).

Given  $p = 0.5$  to give maximum sample,  $N$  is the population,  $q = 1-p = 0.5$ ,  $n$  = sample size

Therefore:

$$0.025 = 1.96(\sqrt{(0.5 * 0.5 / n_o)}), (0.025 / 1.96)^2 = 0.25 / n_o, \text{ Hence: } n_o = 1536.64.$$

The sample  $n = (Nn_o / (N + n_o))$  substituting values,  $n = ((1536.64 \times 220) / (1536.64 + 220))$   
 $n = 192$

The sample size consisted of 192 respondents sampled from 220 respondents. Who comprised of 214 members of women groups 4 women group leaders and 2 Ministry of Public Service, Youth and Gender Affairs staff. Stratified random sampling was used to undertake the sample. The researcher interviewed 2 Ministry of Public Service, Youth and Gender Affairs staff, and 4 group leaders who were purposefully sampled. In addition, the researcher administered questionnaires to 186 respondents from the women projects. This gave a total of 192 respondents, for the purpose of triangulation. The distribution of the sample sizes per women project was as follows.

**Table 3.2: Sample Size**

Group/ project	Target population	Sample Size	Percentages
Dairy cows project	38	31	16.1
Fishpond project	65	60	31.3
Beekeeping project	60	52	27.1
Brick making project	51	43	22.4
Group leaders	4	4	2.1
Ministry staff	2	2	1.0
<b>Total</b>	<b>220</b>	<b>192</b>	<b>100</b>

17

### 3.6 Research Instruments

The study used questionnaires and interviews to collect the data. Questionnaires are research instruments. They comprise of a series of questions and prompts for the purpose of gathering information from respondents. Questionnaires allow respondents to respond and give detailed answers to complex questions (Mugenda and Mugenda, 1999). The questionnaire is a convenient tool for a large number of respondents are involved. The questionnaires enable the researcher to collect the data within a short time. The questionnaires were administered to capture quantitative data.

Structured interviews are verbally administered questions with the guidance of an interview guide. The questions have a little or no variation and with no scope for follow-up questions for the response that warrant further elaboration. Consequently, they are relatively quick and easy to administer and are important for the purpose of triangulation and clarification of certain questions. Interviews are guided verbal discussion between the researcher and the respondent with the objective of collecting significant information for the purpose of research. An interview is important, though it cannot be applied for a large population as it is time consuming. Therefore, interviews allow for limited participant responses.

For the purpose of triangulation the researcher employed Non-participant observation, with help of an observation checklist. Non-participant observation is a correlational data collection method where the researcher observes the phenomena in its natural setting. It involves measuring the behavior in its natural form. However, though the method is crucial for the purpose of triangulation, the research method has no capacity to explore the causes of behaviors, and whether the observation is representative of actual occurrence.

#### 3.6.1 Pilot Testing

Pilot testing is a lead experiment in a small scale preliminary study. It is conducted in order to evaluate the feasibility, time, cost and adverse events of the study. In addition, it enables the researcher to determine the effective and appropriate sample size. This is done to improve on the study design, prior to performance of a full-scale study. Pilot testing was used to determine the reliability and validity of the instruments. Pretesting of the instrument was done by administering the questionnaire to respondents from the women

empowerment groups. The pilot study also helped to determine ambiguities in the items of the questionnaire. The pilot testing was done on 10.0 percent of the 220 members of the target group. According to Hertzog (2008), pilot study sample should be 10.0 percent of the projected sample. The pilot test assisted the researcher in identifying areas in the questionnaires that needed to be modified, so as to capture reliable and valid information from the respondents.

### 3.6.2 Validity of the Research Instrument

The validity of research is concerned with the extent to which an instrument measures the data that is intended or supposed to measure (Mugenda and Mugenda, 1999). There are 4 types of validity: face, content, criterion, and construct validity. Face validity is the degree to which an instrument covers what it alleges to measure. Construct validity is the degree to which inferences can be made from the study. Content validity is the degree to which items are relevant to the content being measured. Criterion validity is the degree to which a measure predicts an outcome for another measure (Maroof, 2012). The validity of the instrument was tested by consulting the supervisor and validating, further the questionnaire was pre-tested through a pilot study.

### 3.6.3 Reliability of the Instrument

Reliability of a measuring instrument is the ability of the instrument to yield consistent results for as many times it is used (Mugenda and Mugenda, 2003). Reliability of the research tools was quantified by taking several measurements on the same subjects. The study applied split-half method to assess the consistency. Pilot test was applied to measure the extent to which all parts of the test contributed equally to what was being measured. Split-Half Reliability design is used in survey research to establish the divergence of two survey characteristics in data collection and survey instrument. The items are divided into two sets and the instrument issued to a sample of the sample. Total score for each divided half, is calculated to estimate and ensure the split-half reliability. The correlation of the two total scores ascertains internal validity of the study (Cronbach, 1951). According to Hertzog (2008), pilot study sample should be 10.0 percent of the projected sample. Therefore 20 questionnaires were administered to the women empowerment groups' members who were not respondents in the study. Cronbach's alpha coefficient was used to calculate the reliability coefficient. Cronbach's alpha was developed by Lee Cronbach in 1951. Cronbach's alpha measure internal consistency or



reliability, that is: closeness of the relationship of a set of values in a group. Or, how well a function measures what it is supposed to measure, therefore producing consistent results every time a test is done. In the research Cronbach's alpha tests multiple-question in Likert-scale surveys to ensure that they are reliable. Formula:  $\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$  where: N = the number of items,  $\bar{c}$  = average covariance between item-pairs,  $\bar{v}$  = average variance (Cronbach, 1951). Analysis on SPSS produced  $\alpha = 0.87$ . The alpha ( $\alpha$ ) coefficient of reliability ranges from 0 to 1, if all of the scale items are independent  $\alpha = 0$ . According to the rule of the thumb for interpreting alpha, alpha value between 0.8 and 0.9 indicates that internal consistency is good. Therefore the internal consistency in the pilot study was good.

### 3.7 Data Collection Procedure

Data collection is the systematic process of gathering and evaluating information on predetermined variables. This is done to enable the study to answer relevant questions and evaluate outcomes. The researcher secured the authority letter from the University of Nairobi, and used a copy of it to secure the National Commission for Science, Technology and Innovation (NACOSTI) authority letter and permit to undertake the research. During the pilot test period, the researcher organized with the group leaders for special meetings with the members so that questionnaire administration would be easy, and fast. Also the researcher would be able to clarify on any arising challenge in understanding the questionnaires to the respondents. During the research period, the researcher reported to the County commissioner office and the Ministry of Education as instructed by NACOSTI. Then the researcher went to Malava's Ministry of Public Service, Youth and Gender Affairs offices and sought audience with 2 purposively sampled staff officers, and had an interview. Then with the assistance of the group leaders, the researcher attended the pre-planned meetings with the project members, at the project sites. This assisted in getting a forum to interview the leaders and allow for observation of the projects. During the special meetings the questionnaire were administered to the members. In essence, this was intended to facilitate quick response to any difficulty in understanding the questionnaire. For the 10 group members who were absent from the meeting, the researcher followed-up with the group members in their homes in the company of the group leaders, for the purpose of direction and interpretation to overcome language barrier. From the 186 administered questionnaires to women in the

empowerment projects, all were returned but 4 of them were poorly done and discarded. The researcher also conducted an interview with 4 women empowerment project leaders.

### <sup>52</sup>**3.8 Data Analysis and Presentation**

In this study, the raw data was collected using questionnaires and interview and checked for proper recording of responses and for completeness. Then the data was coded and checked for coding errors and omissions. According to Ngau and Kumssa (2004 eds),<sup>28</sup> data analysis is needed before rational planning of an area can be undertaken. Its goal is to clarify problems, identify alternatives, and provide a sense of direction. Data analysis will start with measures of central tendency then regression analysis to estimate the relationships among variables. The analyzed data was presented in form of statistical tables, charts, and explanatory texts. The data was presented in frequency distribution tables. Frequency and percentages were used to describe responses with regard to the objectives.

### <sup>76</sup>**3.9 Ethical Considerations**

In order to achieve the objectives of the study, the study treated all responses with utmost confidentiality. No respondent was coerced to participate in the research; participation was voluntary through informed consent of potential respondents. The researcher secured the authority letter from the University of Nairobi, and used a copy to secure the National Commission for Science, Technology and Innovation (NACOSTI) research authority letter and permit.<sup>4</sup> The researcher reported to the Ministry of Education in Kakamega and the County Commission office in Kakamega to alert the offices on the study. The leadership of Tumaini women empowerment project was consulted before any questionnaire was administered to the members. The leadership was reassured that the purpose of the study was for academic purpose only.<sup>22</sup><sup>1</sup>

### 3.10 Operational Definition of Variables

**Table 3.3: Operational Definition of Variables**

Objectives	Variables	Indicators	Measurement scale	Data collection tools	Statistical analysis
To determine the relationship between socio-cultural factors and performance of women empowerment projects in Kenya; Kakamega County.	Social-Cultural factors	<ul style="list-style-type: none"> <li>Gender roles discrimination level</li> <li>Level of independent decision making</li> <li>Stereotyping level</li> <li>Human rights abuse extent</li> </ul>	Nominal Interval Ratio ratio	Questionnaires and interview	Descriptive inferential
To assess the extent to which capacity building factors influence the performance of women empowerment projects in Kenya; Kakamega County.	Capacity building	<ul style="list-style-type: none"> <li>Training</li> <li>Technical assistance</li> <li>Monitoring and evaluation</li> <li>Partnership</li> </ul>	ratio Interval interval Interval	Questionnaires and interview	Descriptive inferential
To examine how governance and accountability influence performance of women empowerment projects in Kenya; Kakamega County.	Access to Capital	<ul style="list-style-type: none"> <li>Funding consistency</li> <li>Funding sufficiency</li> <li>Members' contributions</li> <li>External funding</li> </ul>	ratio interval Interval interval	Questionnaires and interview	Descriptive inferential
To study the influence of technology on the performance of women empowerment projects in Kenya; Kakamega County.	Technology	<ul style="list-style-type: none"> <li>Use of renewable energy</li> <li>Use of modern farming technology</li> <li>Ease in exchange of information</li> </ul>	ratio interval Interval	Questionnaires and interview	Descriptive inferential
To study performance of women empowerment projects and how it is affected by: Social- Cultural factors, Capacity building, Access to Capital, and Technology in Kenya; Kakamega County.	Performance of women empowerment	<ul style="list-style-type: none"> <li>Income</li> <li>Project growth</li> <li>Employment of members</li> <li>Project membership growth</li> </ul>	Ratio Ratio Interval Interval	Questionnaires and interview	Descriptive inferential

### 3 CHAPTER FOUR

## DATA ANALYSIS, PRESENTATION AND INTERPRETATION

### 4.1 Introduction

Data is raw facts and statistics collected together for reference or analysis, making the basis of reasoning or calculation. Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information and suggesting conclusions. Data interpretation refers to the process of critiquing and determining the significance of important information from the observations. Interpreting data is an important critical thinking skill that helps the researcher to comprehend graphs and tables. Data presentation is the method by which the researcher used to summarize, organize and communicate information using tables and distribution charts. Composite variance was used to identify the deviation of mean from the individual means. Composite variance is the estimate variance of different populations when the mean of each population may be different, but one may assume that the variance of each population is the same. The formula for composite variance is as follows:

$$\text{Composite variance} = \delta_p^2 = \frac{(N_1-1) \delta_1^2 + (N_2-1) \delta_2^2 + \dots + (N_k-1) \delta_k^2}{(N_1-1) + (N_2-1) + \dots + (N_k-1)}$$

Where: N is the sample,  $\delta$  is the standard deviation (Rudmin, 2010).

Regression analysis is used to understand the independent variables related to the dependent variable, and to explore the forms of the relationships. Correlation coefficient is a statistics measure of the strength of a relationship between two variables. The value range of correlation coefficient is between positive and negative 1.0. The negative and positive sign indicates the gradient of the line of best fit. As the value increases from zero towards the absolute value of one, the stronger is the relationship. Multiple correlation coefficient examine the relationship between dependent variable multiple independent variables. Coefficient of determination is attained by squaring the correlation coefficient. Coefficient of determination shows the percentage variation in dependent variables that can be explained by the variations in the independent variables (Lyons, 1998). Pearson's correlation is used on variables that have been measured on either interval or ratio scale. Pearson's correlation was used to analyze relationship between the performance of women empowerment projects and socio-cultural factors, capacity building, access to capital and technology. Z Fisher Transformation is the

technique for transforming regression values into additive quantities. It is called Z transformation. The formula is:  $Z = \frac{1}{2} \ln \left( \frac{1+r}{1-r} \right)$  (Olkin, 1985). The values are then converted into regression

#### 4.2 Response Rate

In this research project, 186 questionnaires were distributed to members of Tumaini women's groups in South Kabras sub-location, Malava constituency, Kakamega County and collected within a week's time. 4 group leaders and 2 Ministry of Gender and Sports staff were also interviewed. The number of returned questionnaires was 186, but 4 were poorly filled and thus discarded from the survey. The 6 interviews were effective; therefore the return rate was therefore 98.5 percent. Based on Mugenda and Mugenda (2003), a response rate of over 70.0 percent is acceptable. Table 4.1 shows the response rate.

**Table 4.2.1 Response Rate by Projects**

Group/ project	Target	Response	Percentages
Dairy cows	32	31	96.9
Fishpond	59	58	98.3
Beekeeping	51	50	98.0
Brick making	44	43	97.7
Group leaders	4	4	100.0
Ministry staff	2	2	100.0
<b>Total</b>	<b>192</b>	<b>188</b>	<b>98.5</b>

Table 4.2.1 shows the response rate of the respondents. From dairy cow project response was 96.9 percent. This was the most progressive project in empowering its members. Therefore, the response rate would have been affected by the commitment of members in their daily activities, as they were more empowered. The response rate for the brick making project was 95.6 percent. To harden bricks, they were burned in a kiln using firewood. The brick making project was affected by the Cabinet of the Ministry of Environment and Forestry directive that banned logging of trees. This was recommendation was done by a taskforce on Forest and Resources Management and Logging Activities in Kenya (GoK, 2018). This led to members having to re-think of another project, which included bee-keeping. This may have affected their response rate

due to absenteeism and 2 of their members who had dropped from the group. However, though by the time of the study, the group was intact as they had not cleared sale of the brick stocks. The fishpond and beekeeping project had a 100.0 percent response rate. These two projects were barely one new since they started. The members were enthusiastic and passionate to see their success. This could have contributed to the high turn up for the meeting.

### 4.3 Demographics

Demographic is the statistical characteristics of human populations and the crucial statistics of interest in a study. This includes but not limited to: education level, age, and occupation (Terebessy, A., 2017). This study analyzed and represented response rate by age, education level and occupation.

**Table 4.3.1 Age demographics**

Age (Years)	Frequency	Percentage
18-29	22	12.1
30-39	125	68.7
40-49	29	15.9
50 and above	6	3.3
<b>Total</b>	<b>182</b>	<b>100.0</b>

Table 4.3.1 represents respondents by age. Those respondents between 30-39 years though, with the help of the researcher had a response rate of 68.7 percent. This age group was most active in women empowerment project. The age bracket of 18-29 years had a response rate of 12.1 percent. This was the age group that was straight from high school and tertiary college and may not have started taking project activities very seriously. Age 40-49 had a response of 15.9 percent. The response rate would be low due to the fact that, at this age women were more settled and busy in their personal activities. This denies them time for social activities. Those above 50 years were 3.3 percent. This was justified by the fact that most people in informal sector retired at this age and were not involved in active social and business activities.

**Table 4.3.2 Education demographics**

Education level	Frequency	Percentage
Pre-school and no schooling	8	4.4
Primary: Grade 1-4	47	25.8
Primary: Grade 5-8	73	40.1
Secondary	39	21.5
University and college	15	8.2
<b>Total</b>	<b>182</b>	<b>100.0</b>

Table 4.3.2 represents respondents by their level of education. Those respondents who had acquired Primary education level 5-8 formed the majority group with 40.1 percent. Those who had no formal education or had pre-school education were 4.4 percent. Those who had acquired Primary school education comprised 21.5 percent and those who had attained University and or college education comprised 8.2 percent. The population distribution was characterized by normal distribution with 0.17 positive skeweness. This could be justified by the fact that many families did not put emphasis in the education of the girl child.

**Table 4.3.3 Occupation demographic**

Occupation	Frequency	Percentage
Employed	8	4.4
Self employed	95	52.2
House wives	44	24.2
Casual laborer	27	14.8
Un-employed	8	4.4
<b>Total</b>	<b>182</b>	<b>100</b>

The table 4.3.3 showed that the response rate of the employed was 4.4 percent. This could have been explained by the fact that the projects were in the rural formal settlement. The self-employed are 52.2 percent; these were women in small businesses. The small businesses comprised of hawking, retail business and vegetable kiosks. 43.4 percent comprise of house wives at 24.2 percent, casual laborers at 14.8 percent and the un-

employed at 4.4 percent. This was the group that relied on their spouses or family members for their support. The study revealed element of unemployment as those with university and college education in table 4.3.2 were 8.2 percent, and those employed were 4.4 percent

#### 4.4 Socio-cultural Factors

Socio-cultural factors were analyzed to determine how they influenced performance of women empowerment projects. Four indicators considered were: gender roles discrimination, independence in decision making, stereotyping, and human rights abuse.

**Table 4.4.1 Response by Socio-cultural Factors**

No.	Statement	SA (%)	A (%)	D (%)	SDA (%)	Mean	Variance
a	Roles taken regardless of gender	0	3.8	14.8	81.4	3.77	0.25
b	Women make independent in decisions in expenditure.	0.5	2.7	17.1	79.7	3.76	0.27
c	Labeling of people based on gender is considered unfair	0	1.6	22.6	75.8	3.74	0.23
d	Abusive language and gender violence is condemned.	7.7	14.3	30.2	47.8	3.18	0.9
<b>Average</b>		<b>2.1</b>	<b>5.6</b>	<b>21.2</b>	<b>71.2</b>	<b>3.61</b>	<b>0.41</b>

**Key: SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree.**

Table 4.4.1 represents analysis of socio-cultural factors. 96.2 percent of the respondents rejected that roles were taken regardless of gender. This indicated that there was gender roles discrimination. 3.8 indicated that roles were taken regardless of gender. This could have been caused by the fact that some of the community members were more educated and earning their income. 96.8 percent refuted that there was independence in making decisions on expenditure. Only 2.7 percent differed. Those who differed were mostly employed and or unmarried. 98.4 percent disapproved that stereotyping was considered unfair. 1.6 percent indicated that stereotyping was considered unfair. This showed that stereotyping was a norm in the community. 78.0 percent indicated that there was human rights violation against gender, 22.0 percent were of the opinion that there was no human



rights abuse based on gender. This indicating high level of gender inequality perpetrated through socio-cultural norms. The pooled variance of the data sets from the mean was 0.41. This indicated that the data was concentrated around the mean. 97.8 percent of the respondents strongly agree that forced marriage, was being experienced in the community. 54.4 percent indicated that there was gender inequality in education. The group leaders interviewed indicated that gender inequality was perpetrated through socio-cultural factors. One of the leaders said that:

“Women were part of their husbands’ labor capital, used to cultivate sugar farms. After women cultivate sugarcane and get them harvested men can go to the bank to withdraw money and entice young poor girls with the money.”

The ministry staff indicated that socio-cultural factors were a hurdle to development. Stating that:

“Socio-cultural factors promoted spread of HIV/AIDS in the community, as social evils against women would be resolved locally by elders in the name of protecting the shemeji relationship.”

Shemeji is a Swahili name for in-laws. The researcher observed that women were naively over submissive to men.

#### **4.4.1 Socio-Cultural Factors and Performance of Women Empowerment Project**

The study sought to establish relationship between socio-cultural factors and the performance of women empowerment project.

**Table 4.4.2 Socio-cultural factors and Performance of women empowerment project**

<b>Relationship</b>	<b>Correlation coefficient</b>	<b>Z Fisher</b>
Socio-cultural factors vs. income	0.91	1.53
Socio-cultural factors vs. project growth in size	0.89	1.42
Socio-cultural factors vs. luxury expenditure	0.73	0.93
Socio-cultural factors vs. Employment	0.96	1.95
Socio-cultural factors vs. Membership growth	0.94	1.74
Socio-cultural factors vs. improved members' standards	0.92	1.59
<b>Mean</b>	<b>0.91</b>	<b>1.53</b>

Table 4.4.2 presents the relationship between the socio-cultural factors influenced performance of women empowerment project. The correlation coefficient of Socio-cultural factors vs. luxury was strong though rated lowest at 0.73. However, other relationships were measured against were income, growth in project size, employment of members, growth in membership, and transforming members' standards of living. The relations had a correlation coefficient of 0.91, 0.89, 0.96, 0.94 and 0.92 respectively. The relationship of direct and indirect employment of members was highest with correlation coefficient 0.96. This would be due to the fact that the project required suppliers and customers of their products. In addition, members' got income to start their own businesses. The multiple correlation coefficient was 0.91. This translated to coefficient of determination of 82.8 percent. This meant that 82.8 percent of variations in performance of women empowerment projects could be explained by the variance of socio-cultural factors, 17.2 percent could not be explained. The analysis highlighted that socio-cultural factors influenced the performance of the women empowerment projects.

#### 4.5 Capacity Building

Capacity building in women empowerment projects was analyzed to determine how capacity building influenced performance of women empowerment projects. Four indicators considered were: training of members, technical assistance, mass extension services, monitoring and evaluation and partnerships.

**Table 4.5.1 Capacity Building**

No.	Statement	SA (%)	A (%)	D (%)	SDA (%)	Mean	Variance
a	Training as pertains to the project.	2.2	55.5	42.3	0.0	2.40	0.29
b	Technical assistance from government extension officers.	1.1	12.1	40.6	46.2	3.32	0.53
c	Mass extension services	13.7	17.6	24.2	44.5	2.99	1.17
d	Maintain project records for monitoring and evaluation.	8.8	24.2	24.7	42.3	3.01	1.02
e	Partnering with other projects, NGOs and well-wishers.	11.5	19.8	24.2	44.5	3.02	1.11
<b>Average</b>		<b>7.5</b>	<b>25.8</b>	<b>31.2</b>	<b>35.5</b>	<b>2.95</b>	<b>0.82</b>

**Key: SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree**

Table 4.5.1 represents respondents' reaction on capacity building issues. 57.7 percent of the respondents supported that there was training of the members as pertains to the project issues. 42.3 percent were of a different opinion. 13.2 percent concurred that the project members received extension services from the government, 86.8 percent differed. The variation would be based on the specialization of the field extension officers and the project activities. 31.3 percent indicated that they benefited from mass extension services while 68.7 percent indicated that they had not benefited. This would be out of lack of members' interest as mass extension services were available through media and agricultural trade fairs. 33.0 percent maintained project records for the purpose of monitoring and evaluation while 67.0 percent did not maintain any records, for project

evaluation. This could be due to ignorance or underrating the need for project monitoring and evaluation. 31.3 percent of the respondents' indicated that they had links with other projects, NGOs and well wishers. 68.7 percent indicated they had no links. The data set was characterized by a normal data distribution with each data set characterized by low pooled variance of 0.82. This is an indication that the values were concentrated around the mean. The researcher's observation was that though there was no evidence of direct technical assistance, mass technical assistance from the media and agricultural trade fairs was apparent. The Ministry staff interview indicated that:

“Mass extension services were easily available, but the community had laxity in looking for information.”

The leaders' interview indicated that:

“Technical assistance was available but one had to invest time and money in terms of attending trade fairs, and listening to radio or a television set.”

#### 4.5.1 Capacity Building and Performance of Women Empowerment Project

The study sought to establish relationship between capacity building and the performance of women empowerment project.

**Table 4.5.2 Capacity Building and Performance of Women Empowerment Project**

<b>Relationship</b>	<b>Correlation coefficient</b>	<b>Z Fisher</b>
Capacity building vs. income	0.95	1.83
Capacity building vs. project growth in size	0.93	1.66
Capacity building vs. luxury expenditure	0.76	1.00
Capacity building vs. Employment	0.93	1.66
Capacity building vs. Membership growth	0.94	1.74
Capacity building vs. improved members' standards	0.98	2.30
<b>Mean</b>	<b>0.93</b>	<b>1.70</b>

Table 4.5.2 presents the results of the analysis between capacity building and the various aspects of performance of women empowerment project. Luxury exhibited a strong correlation coefficient of 0.76, though lowest in this category. This highlighted that luxury was not a priority in the projects expenditure. Improved standard of living indicated the highest coefficient of correlation of 0.98. This could be due to that the convergence of all other indicators was focused at improved standard of living. The multiple correlation coefficient of the relationship between capacity building and performance of women empowerment projects was strong at 0.93. This translated to 86.5 percent coefficient of determination. This means that 86.5 percent of the variations in performance of women empowerment projects could be explained by the variations of capacity building.

#### 4.6 Access to Capital

Access to capital in women empowerment projects was analyzed to determine how access to capital influenced performance of women empowerment projects. Four indicators considered were: funding adequacy, regular project funding, members' contributions and external funding.

**Table 4.6.1 Access to Capital**

No.	Statement	SA (%)	A (%)	D (%)	SDA (%)	Mean	Variance
a	Adequacy of project funding	0.0	10.4	33.5	56.1	3.46	0.46
b	Regular funding of the project	0.0	0.0	12.6	87.4	3.87	0.11
c	Consistence of members' contributions	4.4	13.7	30.3	51.6	3.29	0.75
d	Project funding received on time.	4.4	11.0	30.2	54.4	3.35	0.71
e	Funding from external sources	13.2	19.7	24.2	42.9	2.97	1.16
<b>Average</b>		<b>4.4</b>	<b>11.0</b>	<b>26.1</b>	<b>58.5</b>	<b>3.39</b>	<b>0.64</b>

**Key: SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree.**

Table 4.6.1 represents the respondents' reaction on access to capital. The respondents' rating was negatively skewed. 10.4 percent indicated that the projects were sufficiently funded but 89.6 percent indicated that the projects were not sufficiently funded. 100.0 percent indicated that the projects were not funded regularly. This was due to lack of donors, and members' contributions were not regular. Members' contribution was indicated not to be up to scratch, as 18.1 percent indicating consistency 81.9 percent being inconsistent. 15.4 percent indicated that project funding was received on time while 84.6 percent indicated delayed receipt of funding. This would be caused due to lack of income from members' and external funding. 32.9 percent indicated to benefit from external funding 67.1 indicating that they had not received any external funding. The data was slightly negatively skewed. However the variance from the mean was low with a pooled variance of 0.64. The Ministry staff indicated that:

“The annual returns from the groups indicated that the projects had a strained cash-flow.”

The group leaders confirmed that:

“Funding was a major challenge, hindering progress of the women empowerment projects.”

#### 4.6.1 Access to Capital and Performance of Women Empowerment Project

The researcher analyzed the data to establish relationship between access to capital and the performance of women empowerment project.

**Table 4.6.2 Access to Capital and Performance of Women Empowerment Project**

Relationship	Correlation coefficient	Z Fisher
Access to Capital vs. income	0.99	2.65
Access to Capital vs. project growth in size	0.96	1.95
Access to Capital vs. luxury expenditure	0.71	0.89
Access to Capital vs. Employment	0.99	2.65
Access to Capital vs. Membership growth	0.99	2.65
Access to Capital vs. improved members' standards	0.96	1.95
<b>Mean</b>	<b>0.97</b>	<b>2.12</b>

Table 4.6.2 presents the results of the relationship between access to capital and the various aspects of performance of women empowerment project. The correlation coefficient of the relationship between access to capital and performance of women empowerment projects aspects was strong. The coefficient correlation of access to capital and luxury was strong at 0.71. But, like in all other factors luxury rated lowest. Correlation coefficient of access to capital and income, employment and membership was highest at 0.99. This could be due to the fact that, with increased membership growth and employment, there was increased propensity to increased average contributions of funds. Multiple correlation coefficient was 0.97. This translated to 94.1 percent coefficient of determination. This means that 94.1 percent of the variations in performance of women empowerment projects could be explained by variations in access to capital.

#### 4.7 Technology

Technology in women empowerment projects was analyzed to determine how it influenced performance of women empowerment projects. Four indicators considered were: use of renewable energy, use of modern farming technology, exchange of information and electronic record keeping.

**Table 4.7.1 Technology**

No.	Statement	SA (%)	A (%)	D (%)	SDA (%)	Mean	Variance
a	Use of clean renewable energy	6.0	6.0	11.0	77.0	3.59	0.73
b	Use of irrigation for farming	2.2	9.9	39.6	48.4	3.34	0.56
c	Water harvesting	12.1	42.3	30.2	15.4	2.49	0.80
d	Communication by use of telephones.	76.9	11.0	6.0	6.0	1.41	0.73
e	Electronic records keeping	24.7	29.7	40.1	5.5	2.26	0.80
	<b>Average</b>	<b>24.4</b>	<b>19.8</b>	<b>25.4</b>	<b>30.5</b>	<b>2.62</b>	<b>0.72</b>

**Key: SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree.**

Table 4.7.1 represents the respondents' reaction on technology. 12.0 percent of respondents were using clean renewable energy while 88.0 percent used non-renewable energy. This could be explained by the the high initial cost of installing renewable energy. 88.0 percent refuted that they used irrigation in farming, 11.6 percent used irrigation. This was due to lack of exposure on importance of using irrigation and the benefits. 54.4 percent of respondents practiced water harvesting, 45.6 percent did not practice water harvesting. This would be caused by lack of initial cost to put on the water harvesting system and ignorance of improvising technique. 87.9 percent indicated that there was exchange of information using telephones. This would be justified by the high mobile phone network services penetration in Kenya. 54.4 percent indicated that they processed and stored data electronically, 45.6 percent stored data manually. This would be due to the cost involved in acquiring a computer and the skills of the members. The composite variance was 0.72. This is an indication that data variation was low as the data was concentrated around the mean.

#### 4.7.1 Technology and Performance of Women Empowerment Project

This involves analysis of the data to establish relationship between technology and the performance of women empowerment project.

**Table 4.7.2 Technology and Performance of Women Empowerment Project**

<b>Relationship</b>	<b>Correlation coefficient</b>	<b>Z Fisher</b>
Technology vs. income	0.93	1.66
Technology vs. project growth in size	0.91	1.53
Technology vs. luxury expenditure	0.79	1.07
Technology vs. Employment	0.95	1.83
Technology vs. Membership growth	0.95	1.83
Technology vs. improved members' standards	0.94	1.74
<b>Mean</b>	<b>0.92</b>	<b>1.61</b>



105  
Table 4.7.2 presents the findings on the relationship between technology and performance of women empowerment project. The data exhibited a strong relationship between technology and performance of women empowerment projects. This was evident due to the high correlation coefficient. Luxury had a strong correlation coefficient of 0.79, though it rated the lowest in the category. Employment and membership growth had the strongest correlation coefficient of 0.95; this could be explained by the fact that technology was bound to accelerate networking. The multiple correlation coefficient was high at 0.92. Therefore, the coefficient of determination was 84.6 percent. This meant 84.6 percent of the variations of performance of women empowerment projects could be explained by variations in technology.

#### **4.8 Performance of Empowerment Projects and socio-cultural factors, capacity building, access to capital and technology.**

104  
Performance of women empowerment projects was analyzed, this is as a result of the influence of the factors which include but not limited to: socio-cultural factors, capacity building, access to capital and technology. Four indicators considered were: Income, Project growth, Employment, and Projects' membership growth.

**Table 4.8.1 Performance**

No.	Statement	SA (%)	A (%)	D (%)	SDA (%)	Mean	Variance
a	Project revenue increase	0.0	11.5	33.0	55.5	3.44	0.48
b	Project registered growth in size	0.5	9.9	29.7	59.9	3.49	0.48
c	Capacity of members to afford luxury.	0.0	0.0	5.5	94.5	3.95	0.52
d	Project employing members.	6.0	12.1	29.2	52.7	3.29	0.81
e	Membership growth	4.9	10.5	31.3	53.3	3.33	0.73
f	Project improving members' standard of living.	12.1	19.2	29.7	39.0	2.96	1.0
<b>Average</b>		<b>3.9</b>	<b>10.5</b>	<b>26.4</b>	<b>59.1</b>	<b>3.41</b>	<b>0.60</b>

**Key: SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree.**

Table 4.8.1 represents the performance of the empowerment projects measured on various indicators that gauge the project performance. The percentage of respondents who approved there was increase in revenue were 11.5 percent. 88.5 percent disapproved. This varying opinion would be based on different projects and the individual perception and expectations. 10.4 percent of the respondents indicated there was growth in project size 89.6 percent dissenting. 5.5 percent disapproved that the group could afford luxury while 94.5 percent strongly disapproved. No one approved on any element of luxury. This indicated that the projects were operating on barely minimum expenditure. 18.1 percent strongly concurred that the projects had employed group members. 81.9 disapproved this, could be due to the variation in the different projects. 15.4 percent indicated there was growth in project membership, 84.6 percent of the respondents disapproved. 31.3 percent of the respondents indicated that the project had led to improvement of members' standard of living but 68.7 percent refuted. The variance of each data set was low; this led a composite variance of 0.60. This showed that the data values were more concentrated around the mean. The statistics supported the researcher observation which indicated that

three of the projects were struggling. Though, the dairy cow project was operating at level above average. The correlation coefficient highlighted that luxury indicated the weakest correlation coefficient throughout the various factors influencing performance. This is an indication that luxury is a foreign aspect in the project budget. Also, against the common perception, socio-cultural factors had the weakest correlation coefficient indicating it was likely to affect the performance of women empowerment projects least as compared to the other investigated factors.

The leaders interviewed indicated that:

“Most of the projects were straining due to lack of startup capital. This caused them to grow at a snail speed initially. Members’ contributions were low as many could not afford three meals per day as they earned on average less than one hundred shillings per day.”

Ministry staff interviewed indicated that:

“The projects strained to get to a level of benefitting members as they should in terms of employment and income. But for the few that were performing, they had offered hope to the community and rescued members from brewing of illicit brew and other related vices that came with lack of meaningful income.”

#### **4.8.2 Performance of Women Empowerment Projects and socio-cultural factors, capacity building, access to capital and technology.**

This involves analysis of the data to establish relationship between performance of women empowerment project and the influencing factors.

**Table 4.8.2 Performance of Women Empowerment Project**

<b>Relationship</b>	<b>Correlation coefficient</b>	<b>Z Fisher</b>	<b>Coefficient of determination (%)</b>
Performance vs. Socio-cultural factors	0.91	1.53	82.8
Performance vs. capacity building	0.93	1.66	86.5
Performance vs. access to capital	0.97	2.09	94.1
Performance vs. technology	0.92	1.61	84.6
<b>Mean</b>	<b>0.94</b>	<b>1.72</b>	<b>88.2</b>

Table 4.8.2 represents the performance of the empowerment projects and the influencing factors which included: socio-cultural factors, capacity building, access to capital and technology. The multiple correlation coefficient was 0.94, this translated to coefficient of determination of 88.2 percent. This indicated that variations in the performance of women empowerment project could be explained by the aggregated independent factors, only 20.8 percent could not be explained. This showed that the independent factors being studied strongly influenced the performance of women empowerment projects. However, socio-cultural factors had the least influence at coefficient of determination of 82.8 percent. Therefore, 82.8 percent of the variations in performance of women empowerment projects could be explained by variations of socio-cultural factors, 11.2 percent of the variations could not be explained. Access to capital had the highest influence at 94.1. This is an indication that with more capital investment, followed by capacity building and technology, performance of women empowerment projects would have a quantum change.

**SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS****5.1 Introduction**

This chapter focuses on the summary of the study results, conclusions, and contribution to the body of knowledge, the recommendations and suggestions for further study. The purpose of the study was to establish the factors that influence performance of women empowerment projects. The guiding objectives of the study were: to investigate how socio-cultural factors influence performance of women empowerment projects, to assess the extent to which capacity building factors influence the performance of women empowerment, to examine how access to capital influence performance of women empowerment projects, and to find out how technology influence performance of women empowerment projects.

**5.2 Summary of the Findings of the Study**

The summary of the findings were made based on the objectives and research questions. The study targeted a population of 220 respondents from South Kabras location, Malava constituency in Kakamega County. From the population a sample of 192 respondents was selected. 186 of the respondents were reached through questionnaires, four project leaders and two Ministry of Gender, Sports, Culture and Social Services from Malava were interviewed. Out of the 186 questionnaires, 4 were poorly filled and discarded. This led to a response rate of 97.9 percent. Coding was done from 182 questionnaires. It was also noted that 68.7 percent of the respondents were between 30-39 years. In addition, 52.2 percent of the respondents were self-employed. The study noted that 4.4 percent of the respondents had pre-school or no formal education. 40.1 percent of the respondents had reached Primary school grade 5-8, and only 8.2 percent had achieved University and or college education. From the the analysis 68.7 percent of the respondents were within the age of 30-39 years. 52.2 percent were self employed. The performance of empowerment projects and the socio-cultural factors, capacity building, access to capital and technology had a correlation coefficient of 0.91, 0.93, 0.97, and 0.92 respectively. Multiple correlation coefficient was 0.94. Socio-cultural factors, capacity building, access to capital and technology had coefficient of determination of 82.8 percent, 86.5 percent, 94.1 percent, and 84.1 percent respectively. Multiple coefficient of determination for all the factors was 88.2 percent. This highlighted that access to capital highly influence

performance of women empowerment projects followed by capacity building, then technology and finally socio-cultural factors. This was against the emphasis laid in the literature review on socio-cultural factors influence on performance of women empowerment projects.

### **7** **5.2.1 Influence of Socio-Cultural Factors on Performance of Women Empowerment Projects**

Socio-cultural factors statistics were analyzed, The study highlighted that 96.2 percent of the respondents rejected that, roles were taken regardless of gender. This indicated that there was gender roles discrimination. 3.8 indicated that roles were taken regardless of gender. This could have been caused by the fact that some of the community members were more educated and earning their income. 96.8 percent refuted that there was independence in making decisions on expenditure. Only 2.7 percent differed. Those who differed were mostly employed and or unmarried. 98.4 percent disapproved that stereotyping was considered unfair. The pooled variance of the data sets from the mean was 0.41. This indicated that the data was concentrated around the mean. 97.8 percent of the respondents strongly agree that forced marriage, was being experienced in the community. 54.4 percent indicated that there was gender inequality in education. The correlation coefficient of Socio-cultural factors vs. luxury was strong though rated lowest at 0.73. However, other relationships were measured against were income, growth in project size, employment of members, growth in membership, and transforming members' standards of living. The relations had a correlation coefficient of 0.91, 0.89, 0.96, 0.94 and 0.92 respectively. The relationship of direct and indirect employment of members was highest with correlation coefficient 0.96. This would be due to the fact that the project required suppliers and customers of their products. In addition, members' got income to start their own businesses. The multiple correlation coefficient was 0.91. This translated to coefficient of determination of 82.8 percent. This meant that 82.8 percent of variations in performance of women empowerment projects could be explained by the variance of socio-cultural factors, 17.2 percent could not be explained. The analysis highlighted that socio-cultural factors influenced the performance of the women empowerment projects.

### **5.2.2 Influence of Capacity Building on Performance of Women Empowerment Projects**

The respondents who supported that there was evidence of capacity building in projects were 33.3 percent; 7.5 percent strongly supporting and 25.8 percent supporting. 66.7 percent disapproved evidence of capacity building in the women empowerment projects; 31.2 percent having a diverging opinion and 35.5 percent strongly disapproving. The analysis indicated that only 12.6 percent of the group members were skilled. The data values were characterized by a normal data distribution with a low pooled variance of 0.82. The multiple correlation coefficient of the relationship between capacity building and performance of women empowerment projects was strong at 0.93. This translated to coefficient of determination of 86.5 percent. This translates to 86.5 variations in performance of women empowerment projects could be explained by the variations of capacity building. The relation between capacity building and luxury was strong but in this category rated weakest at correlation coefficient of 0.76. This showed luxury was not common among the project members.

### **5.2.3 Influence of Access to Capital on Performance of Women Empowerment Projects**

The respondents who supported that the women empowerment projects were receiving sufficient funding were 15.4 percent; 4.4 percent strongly concurring and 11.0 percent concurring. 84.6 percent indicated there was lack of access to funding; 26.1 refuting and 58.5 strongly refuting. 74.6 percent of the respondents indicated there was financial strain in the projects. The data was slight negatively skewed. However the variance from the mean was not high with a pooled variance of 0.64. The correlation coefficient of the relationship between access to capital and performance of women empowerment projects aspects was strong at 0.97. The coefficient correlation of access to capital and luxury was strong at 0.71. But, like in all other factors luxury rated lowest. However, the multiple correlation coefficient was 0.97. This translated to 94.1 percent; coefficient of determination. This meant that 94.1 percent of variations in performance of women empowerment projects could be explained by variations in access to capital.

### **5.2.4 Influence of Technology on Performance of Women Empowerment Projects**

The study revealed that 12.0 percent of respondents were using clean renewable energy while 88.0 percent used non-renewable energy. This could be explained by the the high initial cost of installing renewable energy. 88.0 percent refuted that they used irrigation in farming, 11.6 percent used irrigation. This was due to lack of exposure on importance of using irrigation and the benefits. 54.4 percent of respondents practiced water harvesting, 45.6 percent did not practice water harvesting. This would be caused by lack of initial cost to put on the water harvesting system and ignorance of improvising technique. 87.9 percent indicated that there was exchange of information using telephones. This would be justified by the high mobile phone network services penetration in Kenya. 54.4 percent indicated that they processed and stored data electronically, 45.6 percent stored data manually. This would be due to the cost involved in acquiring a computer and the skills of the members. The composite variance was 0.72. This is an indication that data variation was low as the data was concentrated around the mean. Employment and membership growth had the strongest correlation coefficient of 0.95; this occurred because technology was bound to accelerate networking. The multiple correlation coefficient was high at 0.92. Therefore, the coefficient of determination was 84.6 percent. This meant 84.6 percent of the variations of performance of women empowerment projects could be explained by variations in technology.

### **5.4 Discussions**

The literature review revealed that, through socio-cultural customs, discriminative norms against women were perpetrated and they caused economic costs. This was a hurdle to the performance of women empowerment projects. To overcome socio-cultural norms in women projects, Inter-American Development Bank in the United States of America, ensured risk management design initiatives, and activities in agreement with indigenous leaders. This ensured women projects sustainability and the preservation of their ways of life (Partridge and Mejia, 2013). Education is the best tool to uproot the retrogressive socio-cultural norms. However, circumspectly and proactive management strategies could be developed to overcome the effects of socio-cultural norms without upsetting the relationship with the community. CARE International devised a strategic system to collect milk from the 35,000 smallholder farmers, of whom 79.0 percent were women. However, due to socio-cultural factors interference, women suffered social constraints in marketing their product. Door to door mobile milk collection secluded women in the



region. Improved management of the project established milk collection centers incorporated milk testing for quality, reduced transaction and transport costs as the fixed milk collection centers were strategically located in the village. This system therefore, benefited all dairy producers and ensured quality milk (FAO, 2011). Therefore, even as education and public policies are used as the tools of gender mainstreaming, management strategies could be tailored to deal with individual situations.

Literature review revealed that capacity building is a process that involves increasing and intensifying the skills, experience, abilities, procedures and wealth of a women organization in a community. This is done to empower the project to be self-sustaining, grow and to excel against all odds, and achieve women empowerment objectives (Beesley and Shebby, 2010). Therefore, capacity building enhanced the project resilience giving it an edge against the threats and risks. IFAD invested in capacity building of the women through: creating job opportunities, offering literacy classes, training in first aid, food processing and sewing. The empowered women started earning revenue through new skills. This translated to more income and better performance of the women projects. Men started respecting women decisions as women were more independent (IFAD, 2015). From the literature review, which was confirmed by this study, women empowerment is an approach that promotes gender equality and equity. Therefore, everyone has a stake in women empowerment, all the way from the grass root to the executive, judiciary and the legislature. This would break the vicious poverty cycle in the informal sector.

The literature review and this study revealed that there is a great potential in women empowerment projects. But the potential remain untapped due to lack of capital. Yet, the world expectation of women to produce food and be home care givers has continued to expand. Women empowerment projects sources of capital included members' contributions, grants from government and other Non-Governmental Organizations (Goodwin, 2003). The women empowerment projects in the rural areas require input from the private sector. The private sectors, international development partners and governments could come up with a fund to give women project a "big push". This is the model that America adopted to revitalize Western Europe after the Second war. This was achieved through the popular Marshall Plan. The Marshall Plan program is a model program that transferred \$13 billion in aid from the United States to Western Europe from 1948 through to 1951. The program played a crucial role in launching the postwar era of

prosperity and political stability in Western Europe. Marshall Plan alleviated resource shortages and gave Western Europe a foundation to break an economic stagnation. The program led a rise in Gross National Products of Western Europe from 15.0 percent to 25.0 percent. The plan contributed to the rapid renewal of the western European chemical, engineering, and steel industries (Bradford, 1991). Such a model program would be of great impact in catalyzing the efforts of women empowerment projects. The resultant effect would be a tremendous economic development.

The literature review revealed that technology was a critical factor in performance of women empowerment projects. This study supported the same through the data analysis. Cummings and O'Neil (2015) stated that technology is a mirror on society's social, economic and political structures. In addition, technology promotes the capacity of women and girls, to express their views, interests and preference. In pursuance to women empowerment, technology promotes this agenda through; increasing their critical consciousness which impacts on social norms and relations, increase women social status closing gender gap, in addition technology opens up new economic opportunities, empowering women. Technology, enhance the capacity of women to make wealth and acquire self confidence. Gender equality cannot be achieved without appreciating the needs of women. Working women need as agile working approach. In Britain, this has been achieved. Agile project involves flexible working hours by exploiting technology to facilitate remote working. The project focuses on firms to appreciate the benefits of adapting an environment where women can work in their homes (The British Council, 2016). The mobile phones whose coverage in Kakamega was encouraging allowed connectivity, communication, information and knowledge sharing. In addition banking and billing had become easy and convenient through M-Pesa, Airtel money and other banking services.

### **5.5 Conclusion**

The research study found out that women in South Kabras, Malava constituency of Kakamega County have opportunities that can be exploited if they were empowered economically and given skills. However, it would take individual initiative to get the information through mass extension services. In addition, there was need to identify the available private partners ready to offer support to such initiatives. Though socio-cultural factors seemed the greatest hurdle to performance of women empowerment projects, the

study concluded, that they only appeared but they were not. Socio-cultural factors could be overcome or strategically frustrated. Women empowerment projects faced challenges in financing the projects. Lack of access to capital, poor technology, and lack of networks and knowledge resources seemed to be intertwined triplets. The absence of one, caused imbalance in the other, causing disequilibrium. Women entrepreneurs play a crucial role in economic development by creating jobs and promoting economic growth. Therefore, the government and development partners should come in to promote women empowerment programs. The existing structures would promote efficiency and effectiveness for faster realization of positive results.

### **5.5 Recommendations**

Based on the findings of the study, the following recommendations were made:

The study recommends that NGOs and CBOs should empower the community primarily with education, so that they are able to overcome, or get ways to dodge the retrogressive socio-cultural factors that hinder performance of women projects, and development by extension.

The governments and policy makers should prioritize women empowerment projects. More so, in the National Government big four agenda of: job creation, health insurance coverage, provision for shelter and food production. This will ensure performance of women empowerment projects.

Women should also take advantage of available capacity building opportunities that are already available in the media, internet, trade fairs and public gatherings, even as they pursue more opportunities with the government and private sector. In addition, women empowerment projects should form partnerships and linkages locally and globally, this would increase their power to access new market for their products.

Policy makers should come up with more funding strategies of women projects that are favorable to permit women empowerment projects access credit easily. The private sector can come up with Corporate Social Responsibility initiatives to empower women empowerment groups and models to partner with women empowerment projects and build a synergistic relationship that would benefit both parties.

Students and other researchers should take the initiative to identify other factors posing opportunities and challenges to performance of women empowerment projects. This would be a pointer in policy making and decision making. This would also assist in designing strategies to alleviate or overcome their effects.

Technology service providers should reach out to the rural areas which would offer market for their products and in return, provide women with technology to make their work more efficient and effective.

## 5.6 Contribution to <sup>1</sup>Body of Knowledge

Table 5.1 shows the contribution and expansion to the body of knowledge to be realized from the study for improvement of the present situation.

<sup>1</sup>Table 5.1: Contribution to Body of Knowledge

Objective	Contribution to body of knowledge
To investigate how socio-cultural factors influence performance of women empowerment projects	Not all Socio-cultural factors are a risk to performance of women empowerment projects. Some are opportunities. Therefore each socio-cultural factor should be treated individually and its impact assessed. Either to be ignored if its impact is negligible, not confronted but circumspectly approached to avoid negative reaction from the community. Its impact can be controlled through education, technology, strategic business approach and collaboration with the community.
To assess the extent to which capacity building factors influence the performance of women empowerment	Capacity building is crucial for performance of women empowerment projects. Women should focus on the available capacity building opportunities such as mass extension services which include media, trade fairs, and exhibitions. In addition build networks locally and globally to expand market of their market. Monitoring and evaluation would help women identify project progress and not fall trap of concentrating on sunk costs.
To examine how access to capital influence performance of women empowerment projects	Access to capital is critical for performance of women empowerment projects. Private partners should identify the great capacity among the women empowerment projects, and use the existing structures to minimize on costs and offer products at low prices make low margins, and generate mega profits by selling enormous quantities.
To find out how technology influence performance of women empowerment projects.	Technology is the foundation of performance of women empowerment projects. Modern technology improves on efficiency and effectiveness. This reduces on costs, waste and improves on output. In women empowerment projects this translates to better health, better production, environment conservation, savings and investment. This leads to improved standard of living, and economic empowerment that lead to paying tax to the government for better social services.

#### 5.7 Suggested Areas for Further Research

The following are the suggested areas for further study:

A study to investigate on: conflicts resolution strategies and their influence on performance of women empowerment projects.

A study to investigate on: management functions and their influence on performance of women empowerment projects.

A study to investigate on: Partnership models and their influence on performance of women empowerment projects.

## REFERENCES

- AFDB. (2016). First African Development Fund 14th Replenishment Meeting, Abidjan, 17 March 2016, Côte d'Ivoire.
- African Union. (2015). Year of Women's Empowerment and Development towards Africa's Agenda 2063, The newsletter of the AU Commission Issue 1 2015, Directorate of Information and Communication African Union Commission, Addis Ababa.
- Amin, M. E. (2005). Social science research conception, methodology, and analysis, Kampala, Makerere University Printers.
- Apsalone, M. (2015). Socio-Cultural Factors and International Competitiveness, University of Latvia, Riga.
- Awuor, U. S. (2013). Factors influencing the economic status of women in Kenya: A case of Mumias District, Kakamega county, University of Nairobi.
- Barrym, K. S. (2012). Women Empowerment and Community Development through Ecotourism, SIT Graduate Institute, Brattleboro.
- Beesley, A. D. & Shebby, S. (2010). Evaluating capacity building in education: The North Central Comprehensive Center, American Educational Research Association, Denver, Colorado, May 2010.
- Benardatte, M. N. and Poipoi, M. W. (2015). The Role of Women in Conflict Management Following the 2007/2008 Post Election Violence in Kakamega County; Kenya, *SSRG International Journal of Humanities and Social Science (SSRG-IJHSS)*, Volume 2 Issue3 May To June 2015, Masinde Muliro University of Science and Technology.
- Bradford De Long, J. (1991). The Marshall Plan: History's Most Successful Structural Adjustment Program, Harvard University.
- Bradshaw, S. (2013). Women's role in economic development: Overcoming the constraints, Challenges of Social Inclusion: Gender, Inequalities and Human Rights, 20 May 2013 Middlesex University, London.
- Bugusu, R. (2017, June). *Tumaini Miles of Smiles, Midyear - Newsletter*, Retrieved from: <http://tumainimilesforsmilecentre.org/farming/>, Retrieved on June 20, 2018.
- Bwisa, H. M. & Ndolo, J. M. (2011). Culture as a Factor in Entrepreneurship Development: A Case Study of the Kamba Culture of Kenya, Opinion-Volume 1, No. 1, December 2011, Jomo Kenyatta University of Agriculture and Technology.

- Chimoita, L. E. (2014). Review of Agricultural Extension Interventions in Unlocking Agriculture Potential through Medium Sized Farms, Kenya Technical Report to Equity Group Foundation, Agriculture Pillar, Department of Agricultural Economics, University of Nairobi.
- Connell, D. (2001). Rethinking Revolution: New Strategies for Democracy and Social Justice: the Experiences of Eritrea, South Africa, Palestine & Nicaragua, Asmara: Eritrea, The Red Sea Press.
- Cochran, W. G. (1977). Sampling Techniques, Third Edition, New York: John Wiley & Sons.
- Cooper, D. R, & Emory, C. W. (1995). Business Research Methods,” 5th Edition, Chicago, Richard Irwin publishers.
- Cronbach, L. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*. 16(3), pp. 297-334.
- Cummings, C. and O’Neil, T. (2015). Do digital information and communications technologies increase the voice and influence of women and girls? A rapid review of the evidence, *Shaping policy for development*, Overseas Development Institute.
- Doss, C. (2011). The Role of Women in Agriculture, The Food and Agriculture Organization of the United Nations, ESA Working Paper No. 11-02.
- Dutta, S. (2015). Mainstreaming Gender in Mitigation and Technology Development and Transfer of Interventions, Capacity Building Package, November 2015, UNDP Pakistan.
- ESCAP. (2016). E-Government for Women’s Empowerment in Asia and the Pacific, Social Development Division Economic and Social Commission for Asia and the Pacific, UN Publishers, Bangkok.
- FAO. (2011). The State of Food and Agriculture 2010, Food and Agriculture Organization of the United Nations, Rome.
- FAO. (2011). The State of Food And Agriculture, Women in Agriculture, Closing the gender gap for development, Rome.
- FIDA Kenya. (2015). Improving Access to Justice for Victims Of Gender Discrimination Project, FIDA-Kenya and Equal Rights Trust, July 1, 2015, Nairobi.
- Gender Based Violence in Kenya. (2016). The economic burden on survivors 2016, National Gender and Equality Commission, Nairobi.



- Gordon, A. A. (1992). *Women and Development in* Gordon, A.A. et al. (eds). (1992). *Understanding Contemporary Africa*. Boulder. London: Lynner Rienner Publications.
- Goodwin, N. R. (2003). *Five Kinds of Capital: Useful Concepts for Sustainable Development*, Global Development and Environment Institute Working Paper No. 03-07, September 2003, Tufts University Medford, Massachusetts.
- GoK. (2018). *Submission of Representation, Memoranda and Petitions from Members of the Public, Ministry of Environment and Forestry Taskforce to Inquire into Forest and Resources Management and Logging Activities in Kenya*, TFFML/MEDIA/1, Nairobi.
- GoK. (2015). *Kakamega County Department of Health Services, HIV and AIDS Strategic Plan 2015/16 – 2019/20*, County Government of Kakamega.
- GOK and UNICEF. (2008). *Plan of Action (2008 – 2012) To Implement The National Policy on Gender and Development*, Ministry Of Gender, Sports, Culture and Social Services, March 2008, Government Press, Nairobi.
- Hertzog, M. A. (2008). *Considerations in determining sample size for pilot studies*. *Research in Nursing & Health*, 31,180-191.
- IFAD. (2015). *Women and rural development, enabling rural poor people to overcome poverty*, UN Publishers, Italy.
- Intel. (2013). *Virtualization and Cloud Computing Steps in the Evolution from Virtualization to Private Cloud Infrastructure as a Service, Planning Guide 2013*, IT Intel Center, Washington, D.C
- Kaur, A., Sherbinin A., Toure A. & Jensen L. (2014). *Women's Economic Empowerment: Meeting the Needs of Impoverished Women*, United Nations Population Fund, New York.
- Khasiani, S. A. & Njiro, E. I. (1993). *The Women's Movement in Kenya*. AAWORD-Nairobi: Kenya.
- KNBS. (2013). *Pulling Apart or Pooling Together? Exploring Kenya's Inequality*, A Publication of KNBS AND SID, Kenya National Bureau of Statistics, Nairobi.
- Liru, P. N. (2014). *The contribution of women towards food security in Malava constituency, Kakamega County*, University of Nairobi.

- Lyons, L. (1998). *A Practical Guide to Data Analysis for Physical Science Students*, Cambridge University Press, Cambridge.
- Makoffu, M. (1995), *Organization of the Self-employment: Productive Employment and Equity in the Rural and Informal Sectors in Kenya*, report on the National Policy Workshop on Optimal Forms of Assistance to Women's Employment in the Rural and Informal Sectors, Nyeri, 6-8 September 1994, pp. 63-77.
- Maroof, D. A. (2012). *Statistical Methods in Neuropsychology: Common Procedures Made Comprehensible*, Springer Science and Business Media DOI 10.1007/978-1-4614-3417-7\_2,
- Martin, W. (2015). *The World Economic Forum; Global Gender Gap index*, Business Insider, UK.
- Melhem, S. & Tandon, N. (2009). *Information and Communication Technologies for Women's Socio-economic empowerment*, The World Bank working paper, Washington, DC:
- Mugenda & Mugenda, A. (1999). *Research methods; Quantitative and Qualitative Approaches*. Nairobi: African Centre for Technology studies.
- National Council for Population and Development. (2017). *2015 Kenya National Adolescents And Youth Survey (NAYS)*. National Council for Population and Development, Nairobi.
- Nderitu, W. (2010). *Factors influencing effective implementation of women empowerment projects in Kigumo division, Murang'a County in Kenya*, University of Nairobi.
- Netherlands Enterprise Agency. (2016). *Kenyan Healthcare Sector Opportunities for the Dutch Life Sciences & Health Sector*, Embassy of the Kingdom of the Netherlands, Nairobi.
- Ngau, P. & Kumssa A. (2004 eds). *Research Design, Data Collection, and Analysis: A Training Manual*, Nairobi: UNCRD Africa Office.
- Njeru, R. K. (2013). *Factors influencing fresh water fish farming in Embu North District, Kenya*, University of Nairobi.
- Nyademo, S. M. (2004). *Research Methodology Method and Approaches*, Nairobi, Richmond Designers, and Printers.

- Nzomo, M. (2013). *Impacts of women in political leadership in Kenya: Struggle for participation in governance through affirmative action*, Institute of Diplomacy and International Studies, University of Nairobi, Kenya.
- OECD. (1997). *Demographic and population statistics*, United Nations, New York.
- Olkin, H. (1985). *Statistical methods for meta-analysis*. London: Academic Press.
- Orodho, A. J. & Kombo, D. K. (2002). *Research Methods*, Nairobi: Kenyatta University, Institute of Open Learning.
- Pandey, P., and Pandey, M. M. (2015). *Research Methodology: Tools and Techniques*, Buzau, Bridge Center, Al. Marghiloman.
- Partridge, W. L & Mejía, M.C. (2013). *Socio-Cultural Analysis in IDB Projects*, Inter-American Development Bank, Environmental Safeguards, Unit Discussion Paper No. IDB - DP – 303, March 2013.
- Rudmin, J. W. (2010). *Calculating the Exact Pooled Variance*, Physics Department, James Madison University, Harrisonburg.
- Shi, L. and Song, J. (2011). “Changes in the Gender Wage Gap in Urban China, 1995-2007”, CIBC Working Paper Series No. 2011-20, Department of Economics, Social Science Centre, University of Western Ontario, London, Ontario, Canada.
- Terebessy, A. (2017). *Introduction to demography; Presentation and calculation of basic demographic indicators*, Department of Public Health, Semmelweis University, Budapest.
- Tesoriero, F. (2010). *Community Development: community-based alternatives in an age of Globalization*. Malaysia: Pearson Australia.
- The British Council. (2016). *Gender equality and empowerment of women and girls in the UK, Meeting the challenge of the Sustainable Development Goals*, Manchester.
- The Republic of Kenya. (2005). *Development of micro and small enterprises for wealth and employment creation for poverty reduction*, Sessional Paper No. 2, Government Printer, Nairobi.
- The World Bank. (2001). *Engendering development through gender equality in rights, resources, and voice*. Policy research report, Oxford University Press.
- The World Bank. (2006). *Monitoring and Evaluation: Measuring and Assessing Agricultural Development Programs*, In *Agriculture Investment Sourcebook*, Module 12. Washington, DC: World Bank.

- The World Bank. (2014). Voice Agency and Empowering women and girls for shared prosperity, Washington, D.C.
- The World Bank. (2015). How empowering women can help end poverty in Africa, Washington, D.C.
- The World Bank. (2016). Gender Equality, Poverty Reduction, and Inclusive Growth, 2016–2023 strategy, Washington, DC: World Bank.
- The World Bank. (2017). Women Entrepreneurs Finance Initiative Governance Framework, Governing Committee on October 11, 2017, Washington, DC: World Bank.
- UN. (2012). Promoting Empowerment of People in Achieving Poverty Eradication, Social Integration and Full Employment and Decent Work for All, United Nations, New York.
- UN. (2003). Importance of Indigenous Education and Culture highlighted, United Nations, New York.
- United Nations. (2015). The World's Women 2015: Trends and Statistics. New York: United Nations, Department of Economic and Social Affairs, Statistics Division. Sales No. E.15.XVII.8.
- UN. (2016). Economic and Social Council, The 2030 Agenda for Sustainable Development: A new roadmap to achieve gender equality and the empowerment of women and girls Economic and Social Commission for Western Asia, 20-21 January 2016, Muscat, UN Publishers, New York.
- UNDP. (2014). Gender and poverty reduction report of 2014, United Nations Development Programme, PBM Graphics, New York.
- UNDP. (2016). The participating community-based enterprises and groups (MSMEs), United Nations Development Programme, PBM Graphics, New York.
- UNESCO. (2014a). Literacy and Education for Sustainable Development and Women's Empowerment, UNESCO Institute for Lifelong Learning, Hamburg.
- UNDP. (2014). Gender and poverty reduction report of 2014, United Nations Development Programme, PBM Graphics, New York.
- UNESCO. (2015). Narrowing the Gender Gap, Empowering Women through Literacy Programmes, UNESCO Institute for Lifelong Learning, Hamburg

- UNESCO. (2016). Promoting Health and Literacy for Women's Empowerment, UNESCO Institute for Lifelong Learning, Hamburg.
- UNESCO. (2017). UNESCO and Gender Equality in Sub-Saharan Africa, Innovative programmes, visible results, United Nations Educational, Scientific and Cultural Organization, Place de Fontenoy, Paris.
- UN-Habitat (2015), Streets as tools for urban transformation in slums, A Street-Led Approach to Citywide Slum Upgrading, Strategy Paper 978-92-1-132606-2, Nairobi: UN-Habitat.
- UN Women. (2000). United Nations Entity for Gender Equality and Empowerment of Women, New York, UN Publishers.
- U.S. Government. (2016). Strategy for Women's Economic Empowerment, A/GIS/GPS Printers, United States Department of State, June 2016.
- Wang, P. (2015) Big Push Theory, Department of Economics Washington University in St. Louis.
- Wanjau, R. (1995). "Group ventures vs individual enterprises", Productive Employment and Equity in the Rural and Informal Sectors in Kenya, A report on the National Policy Workshop on Optimal Forms of Assistance to Women's Employment in the Rural and Informal Sectors, Nyeri, Kenya, 6-8 September 1994, International Labour Office, pp. 52-62.
- Wawire, N. H.W. & Nafukho, F. M. (2010). Factors affecting the management of women groups micro and small enterprises in Kakamega District, Kenya", *Journal of European Industrial Training*, Vol. 34, Issue 2 pp. 128 - 152.
- Watson, J., Newby, R. R. & Mahuka, A. (2009). "Gender and the SME 'Finance Gap'", *International Journal of Gender and Entrepreneurship*, Vol. 1, No. 1, pp. 42-56.
- Wenda, D. O. (2013), Factors influencing empowerment of women on the management of group projects in Winam, Kisumu, University of Nairobi, Nairobi.

**APPENDICES**

**APPENDIX 1: Letter of Transmittal**

George Gatere Ruheni  
University of Nairobi,  
ODEL Campus  
P.O. Box 30197-00100  
Nairobi.  
June 9, 2018.

Dear Respondent,

**RE: SURVEY DATA COLLECTION**

I am a Master's student at the University of Nairobi, ODeL Campus. I wish to carry out a research on factors influencing performance of women empowerment projects in Malava, Kakamega County.

Your views are crucial in this study. Please complete the questionnaires to best of your ability and then hand over the completed questionnaire to the researcher.

Your cooperation will be highly appreciated and any information given shall be strictly private and confidential.

Yours faithfully,

.....  
**George Gatere Ruheni**

## APPENDIX II: Questionnaire for Members of Women Groups

### Instructions

The purpose of this study is to establish the factors that influence the performance of women empowerment projects in South Kabras, Malava, Kakamega County. Your contribution is significant for the study and information obtained will be treated confidentially. Kindly answer the questions by ticking or filling in appropriate spaces provided.

### SECTION A: DEMOGRAPHIC INFORMATION

#### Tick appropriately

1. Please indicate in which age group you fall in.

- a) 18-29 { } b) 30-39 { } c) 40-49 { } d) 50 and above { }

2. Please indicate Highest level of education attained

- a) Pre-school or no school { } b) Primary 1-4 { } c) Primary 5-8 { }  
d) Secondary { } e) University/College { }

### SECTION B: PERFORMANCE OF WOMEN EMPOWERMENT PROJECTS

#### 3. Please tick appropriately

No.	Statement	SA	A	D	SDA
a	The project revenue has increased overtime				
b	The project has registered growth in size and activities.				
c	In the project we are operating beyond the basic level expenditure and we can afford some luxury.				
d	The project has employed members directly or indirectly.				
e	The project has registered growth in number of members.				
f	The project has assisted members to improve their standard of living				

Key: SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree.

4. Please indicate your occupation

- a) Employed { } b) Self-employed { } c) house wives { } d) casual laborer { }  
e) Un-employed { }

## SECTION C: SOCIO-CULTURAL FACTORS

### 5. Please tick appropriately

No.	Statement	SA	A	D	SDA
a	In my family any family member irrespective of gender can undertake any roles.				
b	In my family women make independent decisions on expenditure of family income				
c	In my family labeling of people based on gender is considered with as unfair.				
d	In my family abusive language and gender violence is condemned.				

**Key: SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree.**

6. Please indicate whether you have experience forced marriage in your community.

a) Yes { } b) no { }

7. Is there discrimination in education provision for boys and girls in the community?

a) Yes { } b) no { }

## SECTION D: CAPACITY BUILDING

### 8. Please tick appropriately

No.	Statement	SA	A	D	SDA
a	Your group has received several training as pertains to the project you are undertaking.				
b	You receive technical assistance from government extension officers.				
c	You have benefited from media and agricultural shows on issues pertaining to the project you are undertaking				
d	You maintain project records to help you in determining progress of the project.				
e	Your project partner with other projects, NGOs and well wishers.				

**Key: SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree.**

9. Please indicate whether your project has skilled members to undertake the project?

a) Yes { } b) No { }



**SECTION E: ACCESS TO CAPITAL**

**10. Please tick appropriately**

No	Statement	SA	A	D	SDA
a	The project is adequately funded				
b	The project receive regular funding of its activities				
c	Members consistently contribute fiancés towards the project sustainability				
d	Finance the project receives for operations is received on time.				
e	The project has ever received funding from either government or well-wishers or donors or NGOs or donor agent.				

**Key. SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree.**

11. Please indicate whether you have financial strain in the project activities.

a) Yes { } b) No { }

**SECTION E: TECHNOLOGY**

**12. Please tick appropriately**

No	Statement	SA	A	D	SDA
a	We use clean renewable energy in our homes for heating. (biogas, solar and electricity)				
b	We use irrigation for farming and rarely rely on rainy season to determine our farming.				
c	We do water harvesting in our home.				
d	We communicate with group members with ease due to availability of telephones.				
e	Our group records are maintained in a computer				

**Key. SA: Strongly Agree, A: Agree, DA: Disagree, SDA: Strongly Disagree.**

13. Are you able to exchange group information with members easily?

a) Yes { } b) No { }

14. Are you able to exchange group information with members timely?

a) Yes { } b) No { }

### APPENDIX III: Project Observation Checklist

Project: ..... Observation date: .....

**Tick appropriately**

		E	G	F	BA	P
	<b>Performance of the empowerment projects</b>					
1	Membership compared to project size					
2	Project assets					
3	Employed members by the project					
4	Members' empowerment					
	<b>Socio-cultural factors</b>					
5	Confidence in members					
6	Attitude of members towards men					
7	Observable socio-cultural interference					
8	Observable stereotyping					
	<b>Capacity building</b>					
9	Observable management and technical skills					
10	Project equipments					
11	Office equipments					
12	Project organization					
13	Documentation of records/ Filing system					
	<b>Access to capital factors</b>					
14	Full time staff availability					
15	Capital items availability					
16	Capacity of project to generate income					
	<b>Technology factors</b>					
17	ICT equipments					
18	Use of renewable energy					
19	Water harvesting					
20	Kitchen gardens					

82

**Key. E: Excellent, G: Good, F: Fair, BA: Below average, P: Poor**

## APPENDIX IV: Interview Guide for the MPSYGA Officers

### MINISTRY OF PUBLIC SERVICE, YOUTH AND GENDER AFFAIRS OFFICERS

1. For how long have you been in this women empowerment group?

- 15 a) Less than 1 year { } b) 2-4 years { } c) 5-6 years { } d) 7 years and above { }

#### SECTION A: PERFORMANCE OF WOMEN EMPOWERMENT PROJECTS

2. Does the women empowerment groups give their annual returns promptly?

- a) Yes { } b) no { }

3. If no, could lack of finances be the reason?

- a) Yes { } b) no { }

4. Over the past 3 years have the groups registered growth?

- 81 a) Financially: a) Yes { } b) no { }

- b) Membership: a) Yes { } b) no { }

#### SECTION B: SOCIO-CULTURAL FACTORS

4 Do community frequently members report cases of gender abuse to this office?

- a) Yes { } b) no { }

6. Are the victims mostly men or women? a) Men { } b) Women { }

#### SECTION C: CAPACITY BUILDING

7. Does the Ministry of Public Service, Youth & Gender Affairs offer any support to the groups.

- a) Extension services: a) Yes { } b) no { }

- b) Financial support: a) Yes { } b) no { }

- d) Networking with donors and International NGOs: a) Yes { } b) no { }

#### SECTION D: ACCESS TO CAPITAL

8. Does the government fund the women empowerment projects through this office?

9. Has any money market institution consulted this office, as they seek to fund the women groups?

#### SECTION E: TECHNOLOGY

10. Does the groups submit printed or hand written reports?

11. Does the office have any challenge when communicating with the groups?

## APPENDIX V: Interview Guide for Group Leaders

### GROUP LEADERS

1. For how long have you been in this women empowerment group?

a) Less than 1 year { } b) 2-4 years { } c) 5-6 years { } d) 7 years and above { }

2. For how long have you been a leader in this women empowerment group?

a) Less than 1 year { } b) 2-4 years { } c) 5-6 years { } d) 7 years and above { }

### SECTION A: PERFORMANCE OF WOMEN EMPOWERMENT PROJECTS

3. Over the past 3 years have the groups registered growth?

a) Financially

b) Membership

4. Has the standard of living of members improved over the years?

5. Has the group been able to create employment for the group members?

### SECTION B: SOCIO-CULTURAL FACTORS

6. Do the group members complain of gender rights abuse?

7. In the recent past have members complained of forced marriages, women inheritance?

### SECTION C: CAPACITY BUILDING

8. Have you had any training in the recent past?

9. Does the group receive any consultants to assist with skills in the project activities?

10. Does the group network with other groups, NGOs, well-wishers?

### SECTION D: ACCESS TO CAPITAL

11. Does the group receive any funding from the government?

12. Has the group received any funding from donors or International NGOs?

13. How consistent is members' financial contributions towards the group activities?

14. Does the group have members who default after borrowing from the group kitty?

15. Is the group financially self-sustaining?

### SECTION E: TECHNOLOGY

16. Does the group maintain electronic or manual records?

17. Which is the most accepted mode of communication with the group members'?

18. Does the group apply any modern technology in water harvesting, lighting, heating?

**APPENDIX VI: Recommendation from the University of Nairobi**



**UNIVERSITY OF NAIROBI**  
OPEN DISTANCE AND e- LEARNING CAMPUS  
SCHOOL OF OPEN AND DISTANCE LEARNING  
DEPARTMENT OF OPEN LEARNING  
NAIROBI LEARNING CENTRE

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

Main Campus  
Gandhi Wing, Ground Floor  
P.O. Box 30197  
NAIROBI

2<sup>nd</sup> July, 2018

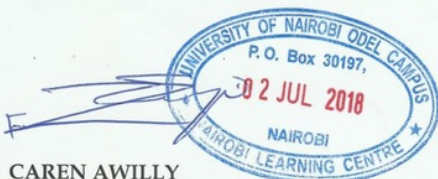
REF: UON/ODEL/NLC/28/433

RE: GEORGE G. RUHENI - REG NO.L50/5551/2017

The above named is a student at the University of Nairobi Open, Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing Master of Arts in Project Planning and Management.

He has completed the course work and currently working on his research entitled "Factors Influencing Performance of Women Empowerment Projects in Informal Settlements in Kenya: A Case of South Kabras, Kakamega County."

Any assistance given to him will be appreciated.



CAREN AWILLY  
CENTRE ORGANIZER  
NAIROBI LEARNING CENTRE

## APPENDIX VII: NACOSTI Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No: **NACOSTI/P/18/83877/23837**

Date: **20<sup>th</sup> July, 2018**

George Gatere Ruheni  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Factors influencing performance of women empowerment projects in informal settlements in Kenya: A case of South Kabras Sub-Location, Kakamega County*" I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **19<sup>th</sup> July, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kakamega County.

The County Director of Education  
Kakamega County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

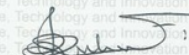
## APPENDIX VIII: NACOSTI Permit

**THIS IS TO CERTIFY THAT:  
MR. GEORGE GATERE RUHENI  
of UNIVERSITY OF NAIROBI, 0-100  
Nairobi, has been permitted to conduct  
research in Kakamega County**

**Permit No : NACOSTI/P/18/83877/23837  
Date Of Issue : 20th July, 2018  
Fee Received :Ksh 1000**

**on the topic: FACTORS INFLUENCING  
PERFORMANCE OF WOMEN  
EMPOWERMENT PROJECTS IN INFORMAL  
SETTLEMENTS IN KENYA: A CASE OF  
SOUTH KABRAS SUB-LOCATION,  
KAKAMEGA COUNTY.**

**for the period ending:  
19th July, 2019**



**Applicant's  
Signature**





**Director General  
National Commission for Science,  
Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

**Serial No.A 19606**

**CONDITIONS: see back page**

# FACTORS INFLUENCING PERFORMANCE OF WOMEN EMPOWERMENT PROJECTS IN INFORMAL SETTLEMENTS IN KENYA: A CASE OF SOUTH KABRAS SUB-LOCATION, KAKAMEGA COUNTY

## ORIGINALITY REPORT

14%

SIMILARITY INDEX

12%

INTERNET SOURCES

3%

PUBLICATIONS

8%

STUDENT PAPERS

## PRIMARY SOURCES

1

Submitted to University of Nairobi

Student Paper

1%

2

Submitted to Mount Kenya University

Student Paper

1%

3

[erepository.uonbi.ac.ke](http://erepository.uonbi.ac.ke)

Internet Source

1%

4

[eap.uonbi.ac.ke](http://eap.uonbi.ac.ke)

Internet Source

1%

5

Submitted to Kenyatta University

Student Paper

<1%

6

[cees.uonbi.ac.ke](http://cees.uonbi.ac.ke)

Internet Source

<1%

7

Submitted to Mesa State College

Student Paper

<1%

8

Submitted to Federal University of Technology

Student Paper

<1%



---

9	<a href="http://www.gwi-boell.de">www.gwi-boell.de</a> Internet Source	<1%
10	128.32.105.161 Internet Source	<1%
11	<a href="http://www.state.gov">www.state.gov</a> Internet Source	<1%
12	Submitted to African Population Health Research Centre Student Paper	<1%
13	<a href="http://unesdoc.unesco.org">unesdoc.unesco.org</a> Internet Source	<1%
14	<a href="http://www.genderandenvironment.org">www.genderandenvironment.org</a> Internet Source	<1%
15	Submitted to Cambridge Education Group Student Paper	<1%
16	<a href="http://docplayer.net">docplayer.net</a> Internet Source	<1%
17	Submitted to Midlands State University Student Paper	<1%
18	<a href="http://repository.seku.ac.ke">repository.seku.ac.ke</a> Internet Source	<1%
19	<a href="http://brage.bibsys.no">brage.bibsys.no</a> Internet Source	<1%

---

20	Submitted to Africa Nazarene University Student Paper	<1%
21	erepository.uonbi.ac.ke:8080 Internet Source	<1%
22	ir.cuea.edu Internet Source	<1%
23	Submitted to Kisii University Student Paper	<1%
24	www.nysteea.org Internet Source	<1%
25	www.undp.org Internet Source	<1%
26	repository.out.ac.tz Internet Source	<1%
27	Submitted to Coventry University Student Paper	<1%
28	citeseerx.ist.psu.edu Internet Source	<1%
29	Submitted to x2business Student Paper	<1%
30	www.britannica.com Internet Source	<1%
31	issuu.com Internet Source	<1%

<1%

32

[openknowledge.worldbank.org](https://openknowledge.worldbank.org)

Internet Source

<1%

33

Submitted to O'FALLON Township High School

Student Paper

<1%

34

[classroom.synonym.com](https://classroom.synonym.com)

Internet Source

<1%

35

[en.wikipedia.org](https://en.wikipedia.org)

Internet Source

<1%

36

[business.montclair.edu](https://business.montclair.edu)

Internet Source

<1%

37

Submitted to University of Newcastle upon Tyne

Student Paper

<1%

38

[uir.unisa.ac.za](https://uir.unisa.ac.za)

Internet Source

<1%

39

[chss.uonbi.ac.ke](https://chss.uonbi.ac.ke)

Internet Source

<1%

40

[www.odi.org](https://www.odi.org)

Internet Source

<1%

41

Submitted to University of Northumbria at Newcastle

Student Paper

<1%

42	<a href="http://www.google.com">www.google.com</a> Internet Source	<1%
43	<a href="http://cuseinkenya.syr.edu">cuseinkenya.syr.edu</a> Internet Source	<1%
44	<a href="http://www.globalfoodsec.net">www.globalfoodsec.net</a> Internet Source	<1%
45	Su Shi, Wang Zhe, Wang Fei. "Estimation of solar irradiation based on multiple stepwise regression", 2011 IEEE PES Innovative Smart Grid Technologies, 2011 Publication	<1%
46	Submitted to Clemens High School Student Paper	<1%
47	Submitted to University of Leeds Student Paper	<1%
48	Horwitz, Shawn, Jaja Yogo, Elizabeth Juma, and Gillian H. Ice. "Caregiving and cardiovascular disease risk factors in male and female Luo elders from Kenya", Annals of Human Biology, 2009. Publication	<1%
49	Submitted to University of the West Indies Student Paper	<1%
50	Submitted to Australian Catholic University Student Paper	<1%

51

Submitted to Sim University

Student Paper

<1%

---

52

[profiles.uonbi.ac.ke](http://profiles.uonbi.ac.ke)

Internet Source

<1%

---

53

[ir.knust.edu.gh](http://ir.knust.edu.gh)

Internet Source

<1%

---

54

[library.athabascau.ca](http://library.athabascau.ca)

Internet Source

<1%

---

55

[researchspace.ukzn.ac.za](http://researchspace.ukzn.ac.za)

Internet Source

<1%

---

56

Submitted to University of South Africa

Student Paper

<1%

---

57

[www.britishcouncil.org](http://www.britishcouncil.org)

Internet Source

<1%

---

58

[www.ilo.ch](http://www.ilo.ch)

Internet Source

<1%

---

59

Submitted to Edith Cowan University

Student Paper

<1%

---

60

[www.essay.uk.com](http://www.essay.uk.com)

Internet Source

<1%

---

61

[www.rroj.com](http://www.rroj.com)

Internet Source

<1%

---

62

[adolite.net](http://adolite.net)

Internet Source

<1%

---

63	Saleh Atiewi, Salman Yussof, Mohd Ezanee, Muder Almiani. "A review energy-efficient task scheduling algorithms in cloud computing", 2016 IEEE Long Island Systems, Applications and Technology Conference (LISAT), 2016 Publication	<1%
64	<a href="http://digitalcollections.sit.edu">digitalcollections.sit.edu</a> Internet Source	<1%
65	Submitted to Middlesex University Student Paper	<1%
66	Submitted to Buckinghamshire Chilterns University College Student Paper	<1%
67	Submitted to Intercollege Student Paper	<1%
68	<a href="http://ncpd-ke.org">ncpd-ke.org</a> Internet Source	<1%
69	<a href="http://www.sensepublishers.com">www.sensepublishers.com</a> Internet Source	<1%
70	"Dominican Republic 2002: Results from the Demographic and Health Survey", Studies in Family Planning, 12/2006 Publication	<1%
71	<a href="http://www.cours.polymtl.ca">www.cours.polymtl.ca</a> Internet Source	<1%

---

72	<a href="http://cordioea.net">cordioea.net</a> Internet Source	<1%
73	<a href="http://www.sidoman.com">www.sidoman.com</a> Internet Source	<1%
74	Submitted to De Montfort University Student Paper	<1%
75	<a href="http://andysbrainblog.blogspot.com.au">andysbrainblog.blogspot.com.au</a> Internet Source	<1%
76	<a href="http://dspace.nwu.ac.za">dspace.nwu.ac.za</a> Internet Source	<1%
77	Croppenstedt, A., M. Goldstein, and N. Rosas. "Gender and Agriculture: Inefficiencies, Segregation, and Low Productivity Traps", The World Bank Research Observer, 2013. Publication	<1%
78	<a href="http://www.khf.co.ke">www.khf.co.ke</a> Internet Source	<1%
79	<a href="http://pdfs.semanticscholar.org">pdfs.semanticscholar.org</a> Internet Source	<1%
80	<a href="http://www.junima.org">www.junima.org</a> Internet Source	<1%
81	<a href="http://www.pcmrd.org">www.pcmrd.org</a> Internet Source	<1%
82	<a href="http://www.sdnpk.org">www.sdnpk.org</a>	

Internet Source

<1%

83

[www.fsnnetwork.org](http://www.fsnnetwork.org)

Internet Source

<1%

84

[www.frontiersin.org](http://www.frontiersin.org)

Internet Source

<1%

85

Yamauchi, F.. "Race, equity, and public schools in post-Apartheid South Africa: Equal opportunity for all kids", *Economics of Education Review*, 200504

Publication

<1%

86

[www.wbc.poznan.pl](http://www.wbc.poznan.pl)

Internet Source

<1%

87

[erepo.usiu.ac.ke](http://erepo.usiu.ac.ke)

Internet Source

<1%

88

[scholar.sun.ac.za](http://scholar.sun.ac.za)

Internet Source

<1%

89

Submitted to Higher Education Commission Pakistan

Student Paper

<1%

90

[www.statisticshowto.com](http://www.statisticshowto.com)

Internet Source

<1%

91

[ro.ecu.edu.au](http://ro.ecu.edu.au)

Internet Source

<1%



92	Submitted to Mancosa Student Paper	<1%
93	semspub.epa.gov Internet Source	<1%
94	www.interaction.org Internet Source	<1%
95	reliefweb.int Internet Source	<1%
96	wbl.worldbank.org Internet Source	<1%
97	www.ippf.org Internet Source	<1%
98	gbata.org Internet Source	<1%
99	www.unn.edu.ng Internet Source	<1%
100	udspace.udel.edu Internet Source	<1%
101	worldacademy.org Internet Source	<1%
102	213.154.74.164 Internet Source	<1%
103	digitalcommons.fiu.edu Internet Source	<1%

<1%

---

104 repository.unam.na  
Internet Source

<1%

---

105 bugemauniv.ac.ug  
Internet Source

<1%

---

106 www.slideshare.net  
Internet Source

<1%

---

107 www.uew.edu.gh  
Internet Source

<1%

---

108 www.unops.org  
Internet Source

<1%

---

109 core.ac.uk  
Internet Source

<1%

---

110 41.89.160.13:8080  
Internet Source

<1%

---

111 un.org.vn  
Internet Source

<1%

---

112 unstats.un.org  
Internet Source

<1%

---

113 www.gov.uk  
Internet Source

<1%

---

114 dvv-international.org.et  
Internet Source

<1%

---

115	<a href="http://kau.diva-portal.org">kau.diva-portal.org</a> Internet Source	<1%
116	<a href="http://www.undprcc.lk">www.undprcc.lk</a> Internet Source	<1%
117	<a href="http://epzakenya.com">epzakenya.com</a> Internet Source	<1%
118	<a href="http://d-nb.info">d-nb.info</a> Internet Source	<1%
119	"Women's Evolving Lives", Springer Nature, 2017 Publication	<1%
120	<a href="http://www.ud.se">www.ud.se</a> Internet Source	<1%
121	<a href="http://springjournals.net">springjournals.net</a> Internet Source	<1%
122	<a href="http://www.unescap.org">www.unescap.org</a> Internet Source	<1%
123	<a href="http://ugspace.ug.edu.gh">ugspace.ug.edu.gh</a> Internet Source	<1%
124	<a href="http://www.jitbm.com">www.jitbm.com</a> Internet Source	<1%
125	<a href="http://interesjournals.org">interesjournals.org</a> Internet Source	<1%

---

126

digitalcommons.unl.edu

Internet Source

<1%

127

Jerry Gao, Chunli Xie, Chuanqi Tao. "Big Data Validation and Quality Assurance -- Issues, Challenges, and Needs", 2016 IEEE Symposium on Service-Oriented System Engineering (SOSE), 2016

Publication

<1%

128

Aditya Ganeshpurkar, Vikas Pandey, Saket Asati, Rahul Maheshwari, Muktika Tekade, Rakesh K. Tekade. "Experimental Design and Analysis of Variance", Elsevier BV, 2018

Publication

<1%

129

Nelson H.W. Wawire, Fredrick M. Nafukho. "Factors affecting the management of women groups' micro and small enterprises in Kakamega District, Kenya", Journal of European Industrial Training, 2010

Publication

<1%

Exclude quotes Off

Exclude matches Off

Exclude bibliography On

# FACTORS INFLUENCING PERFORMANCE OF WOMEN EMPOWERMENT PROJECTS IN INFORMAL SETTLEMENTS IN KENYA: A CASE OF SOUTH KABRAS SUB-LOCATION, KAKAMEGA COUNTY

---

## GRADEMARK REPORT

---

FINAL GRADE

**/0**

GENERAL COMMENTS

**Instructor**

---

PAGE 1

---

PAGE 2

---

PAGE 3

---

PAGE 4

---

PAGE 5

---

PAGE 6

---

PAGE 7

---

PAGE 8

---

PAGE 9

---

PAGE 10

---

PAGE 11

---

PAGE 12

---

PAGE 13

---

PAGE 14

---

PAGE 15

---

PAGE 16

---

PAGE 17

---

PAGE 18

---

PAGE 19

---

PAGE 20

---

PAGE 21

---

PAGE 22

---

PAGE 23

---

PAGE 24

---

PAGE 25

---

PAGE 26

---

PAGE 27

---

PAGE 28

---

PAGE 29

---

PAGE 30

---

PAGE 31

---

PAGE 32

---

PAGE 33

---

PAGE 34

---

PAGE 35

---

PAGE 36

---

PAGE 37

---

PAGE 38

---

PAGE 39

---

PAGE 40

---

PAGE 41

---

PAGE 42

---

PAGE 43

---

PAGE 44

---

PAGE 45

---

PAGE 46

---

PAGE 47

---

PAGE 48

---

PAGE 49

---

PAGE 50

---

PAGE 51

---

PAGE 52

---

PAGE 53

---

PAGE 54

---

PAGE 55

---

PAGE 56

---

PAGE 57

---

PAGE 58

---

PAGE 59

---

PAGE 60

---

PAGE 61

---

PAGE 62

---

PAGE 63

---

PAGE 64

---

PAGE 65

---

PAGE 66

---

PAGE 67

---

PAGE 68

---

PAGE 69

---

PAGE 70

---

PAGE 71

---

PAGE 72

---

PAGE 73

---

PAGE 74

---

PAGE 75

---

PAGE 76

---

PAGE 77

---

PAGE 78

---

PAGE 79

---

PAGE 80

---

PAGE 81

---

PAGE 82

---

PAGE 83

---

PAGE 84

---

PAGE 85

---

PAGE 86

---

PAGE 87

---

PAGE 88

---

PAGE 89

---

PAGE 90

---

PAGE 91

---

PAGE 92

---



