

**FACTORS INFLUENCING COMPLETION OF INFRASTRUCTURE
PROJECTS IN PUBLIC YOUTH POLYTECHNICS IN BOMET
COUNTY, KENYA**

BY

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DECLARATION

This research proposal is my own and has never been presented for a degree or any award in any other university.

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This research proposal has been submitted for examination with my approval as the university supervisor

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DEDICATION

I dedicate this research proposal to my beloved husband Sammy Kirui and my children Zilpah Chemutai and Zenas Kipkorir for their moral support during the entire period of my master's education.

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ABBREVIATIONS AND ACRONYMS

ADB - African Development Bank

BOM-Board of Management

CIIF –College Industry Innovation Fund

DIT – Directorate of industrial training

ESP – Economic Stimulus Program

GEM –Generalized Expertise Measures

ICT –Information Communication Technology

KASNEB- Kenya Accountants and Secretaries National Examinations Board

KCPE –Kenya Certificate of Primary Education

KCSE –Kenya Certificate of Secondary Education

KIE –Kenya Institute of Education

KNEC-Kenya National Examination Council

KPSA –Kenya Private Sector Alliance

KYEP – Kenya Youth Empowerment Centers

M & E –Monitoring and evaluation

MDGS – Millennium Development Goals

MOYA-Ministry of Youth affairs and sports

NAV CET –National Vocational Certificate, Education and Training

NITA -National Industrial Training Authority

NGO –Non Governmental Organization

PS – Permanent Secretary

RDC-Research and Development Centre

SYPT –Subsidized Youth Polytechnic Tuition

UNDP –United Nations Development Program

VTI – Vocational Training Institution

YEC –Youth Empowerment Centers

YP-Youth Polytechnic

ABSTRACT

The purpose of the study was to investigate the factors influencing completion of infrastructure projects in public Youth polytechnics in Bomet County. The objectives of the study were to assess in what ways availability of funds influence completion of infrastructure projects in public youth polytechnics in Bomet County, to assess how availability of technical skills influence completion of infrastructure projects in public youth polytechnics in Bomet County, to examine to what extent stakeholder participation influence completion of infrastructure projects in public youth polytechnics in Bomet County, to assess in what ways availability of monitoring and evaluation systems influence completion of infrastructure projects in public youth polytechnics in Bomet County. The research study is of significance to the Kenya government towards investing in the youth for sustainable livelihoods which is a step in achieving the millennium development goals as well as goals of vision 2030 which are aimed at moving Kenya from developing country to middle income country by 2030. The study was to use descriptive research design, stratified random sampling was used to select 322 respondents from a target population of 1801 comprising of YP trainees, managers, instructors and BOM chairpersons. The study was both qualitative and quantitative, Questionnaires were used to collect data, and split-half technique was used in piloting of the study. Opinions of experts were used to check the validity of the instruments and reliability calculated using Pearson's product moment correlation co-efficient. Data was to be collected after obtaining a research permit from the relevant authorities. Descriptive statistics where Percentages, frequencies and statistical package for social scientist (SSPS) were used to analyze the data .The researcher adhered to ethical considerations while collecting the data. Further research is recommended to be carried out on factors influencing participation of stakeholders on completions of infrastructure projects.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In Canada the college industry innovation fund grants much needed infrastructure and equipment support for college applied research that enhances hands on student's engagement with industry innovation. As a result colleges and polytechnics help businesses meet their immediate needs while creating a highly innovative-literature workforce to help address Canada's longstanding productivities and innovative challenges. This kind of funding strengthens the ability of Canada's colleges and polytechnics sector to better serve the needs of their industry clients said Nabia Robinson, CEO of polytechnics Canada. Canadian Small and mid-sized companies rely on the cutting edge infrastructure at their local college or polytechnic to take new products and services to the market (Zippelus, 2010)

In Finland a ten-year financial support program (ministry of education) was directed to raise teachers qualification improve library and information services, improve online learning environment and information network career and recruitment services and internationalization.(Dr.Vuokko Kohtamaki ,university of Tampere Annual conference 8th May 2013 International panel-Finland).He further stated that to respond to technological and economic changes there was need for profiting multidisciplinary and larger operating structures, entrepreneurial culture, internally and externally pedagogical development, open learning environments quality, partnership with Universities, industry, business and public sector, institutional capacity building and diversification of funding. In South Africa, polytechnics beginning 2014 were merged with traditional universities to form comprehensive universities or become universities of technology, have not to date acquired all of the traditional rights and privileges to a university (Abuje, 2014).

The Youth Employment Regional Program (2011/2012) Observations showed that the existing infrastructure i.e. equipment for public youth polytechnics and vocational training centers were dilapidated inadequate and required renovation and moderations to enable them produce highly qualified graduates.

While the focus toward YPS and VCTS was to transform some of them into centers of excellence not much had been achieved (Kimando et al, 2012).

The national council of churches of Kenya initiated the youth polytechnics originally known as village polytechnics in 1968. In 1971, the government introduced the concept of supporting youth polytechnics set up by local communities and churches, this was the strategy to ensure that school leavers have access to technical entrepreneurial and business skill which would allow them to engage in income generating activities and improve the standard of communities in which they live and stop rural urban migration (National policy for youth polytechnics and vocational training sectors Dec. 2006).

The policy further stated that there is need to review the equipment and infrastructure needed in every institution categorization and to develop a program for financing the same. The provision of infrastructure facilities in youth polytechnics has remained a perpetual problem , for condition of the majority of youth polytechnics is deplorable due to lack of power, adequate and reliable water supply and poor access roads .The training equipment is either obsolete, non-functional or dilapidated thus compromising quality of training .There is no budgetary provision for developing and upgrading infrastructures and equipment form the central government and the committees are incapable of meeting huge budgets necessary for the infrastructures .Kenya's youth polytechnic program is widely regarded as having failed to achieve its original objectives the programs was supposed to provide a non formal training to unemployed school leavers in skills directly related to their local income generating opportunities. Critics especially amongst influential aid community have complained of excessive formalization and orientation in the polytechnic and certificate aid paid employment .In this regard the government has responded by saying that it was in the process of equipping and introducing the training markets drivers and relevant skills. Through the research and development centre (RDC) Kenya institute of education (KIE) Promised to develop a curriculum in which addresses the need and the realities of the labor markets (National policy for youth polytechnics and vocational training sectors Dec. 2006).

In her study on factors influencing youth enrolment level in public youth polytechnic in Mombassa county , Kenya, Ngombao Jane Kangombe (2012) found out that the gender based socio cultural background family ability to pay school fees availability of physical infrastructure and value of education certificate have significant influence on enrollment.

In Ebusiralo youth polytechnic in Vihiga county , Wenda township, KVDA organized a camp in 2009 that jumpstarted the construction of the first administration block which is yet to be completed as the inaugural step to develop the infrastructure in the polytechnic .The polytechnic has insufficient tools and equipment to gather for large enrollment .Most workshop and temporary structure are available at the institution .It is difficult for the community to expand the polytechnics physical structures because of high poverty levels , deprivation and lack of resources to facilitates the instructors who work on voluntary basis. Drug abuse has lead most trainees to drop out of schools. HIV and AIDS has caused many trainees to be orphans and cause problems in fees payment (Ochango, 2014)

Speaking during the official opening of the Rift valley provincial focused group task force on skills gap analysis, Mrs. Grace Njuguna, the Rift valley Deputy provincial director of youth affairs said there was skills gap in youth polytechnics occasioned by existence of outdated equipments as compared to modern machines and societal negative attitude. (Wilby, 2003)

In Bomet County there are seventeen (17) public youth polytechnics as shown in the appendix vii as per the records on the county director of youth training office. The shortage of schools and the unsatisfactory state of schools infrastructure plays a role in limiting the enrollment; there are currently not enough schools in the county as compared to the number of eligible pupils. The physical facilities in the schools are far from adequate. Many schools do not have sufficient classrooms and workshops; as a result there is excessive overcrowding while some pupils are turned away for lack of space. (Report on skills inventory, 2006)

The furniture in these schools is far from satisfactory. The desk and chairs are not enough and many are in poor state of repair, most of the children have to stand the whole day, there by making learning extremely uncomfortable. The high pupil teacher ratio is not uncommon. This has a very differential effect on the avidity of education. Given these condition it is no wonder that the completion rate are very low. (Rose, 2008)

1.2 Statement of the Problem

The youth polytechnic sector is characterized by lack of stable coordinated institutional frame work. It also lacks a clear policy and regulatory frame work that guide planning, administration and management roles of different stake holders. As a result there has been very limited financial investment, management and presence of the government in youth polytechnics as compared to other sectors of education and training. The (YP) were later moved to ministry of youth affairs (MOYA) in the department of youth training. According to (MOYA) strategic plan 2006, the youth training department was headed by a director youth training reporting to permanent secretary. Currently the YP are under the ministry of education, science and technology. (Mureithi, 2008)

The emerging trend is that most youth polytechnics are ill prepared for training as their physical facilities are run down and equipment inadequate, obsolete or not working. This has resulted in a mismatch between training programmers offered by youth polytechnics and the demands of the labor market; hence a large number of youth polytechnics graduates cannot find employment in the formal sector of the economy because they lack adequate, relevant skills or be self employed because they lack entrepreneurial skills (national policy for the youth polytechnics and vocational training sector Dec, 2006)

The need for the study was guided by recognition that vocational education and training is an investment not a cost with significant return including the well being of the youth enhanced competitiveness in a market economy. The employer currently require innovative multi skilled knowledgeable employees who posses competency and cognitive, analytical interpersonal and social skills, information and communication technology. (Atchaorena, 2001)

1.3 Purpose of the Study

The purpose of the study was to investigate the factors influencing completion of infrastructure projects in public Youth polytechnics in Bomet County.

1.4 Objectives of the Study

The objectives of the study were: -

1. To assess in what ways availability of funds influence completion of infrastructure projects in public youth polytechnics in Bomet County.
2. To establish how availability of technical skills influence completion of infrastructure projects in public youth polytechnics in Bomet County.
3. To examine to what extent stakeholder participation influence completion of infrastructure projects in public youth polytechnics in Bomet County.
4. To assess in what ways availability of monitoring and evaluation systems influence completion of infrastructure projects in public youth polytechnics in Bomet County.

1.5 Research Questions.

The study was guided by the following research questions;

1. In what ways does availability of funds influence completion of infrastructure projects in public youth polytechnics in Bomet County?
2. How does availability of technical skills influence completion of infrastructure projects in public youth polytechnics in Bomet?
3. To what extent does stakeholder participation influence completion of infrastructure projects in public youth polytechnics in Bomet County?
4. In what ways does availability of monitoring and evaluation systems influence completion of infrastructure projects in public youth polytechnics in Bomet County?

1.6 Significance of the Study

The research study was of significance to the Kenya government towards investing in the youth for sustainable livelihoods which is a step in achieving the millennium development goals as well as goals of vision 2030, which are aimed at moving Kenya from developing country to middle income country .

The findings of the study were to be used by the county government of Bomet to improve the performance of the already existing projects since it encouraged active participation of all the stakeholders. The community and other stakeholders were to benefit since the study assisted in provision of solutions to challenges facing completion of infrastructure projects. The community was also to benefit since their living standards will improve due to achievement of quality training, it also assisted in reduction of crime rate and idleness among the youths. The youth polytechnics benefited in identifying means of completion of infrastructure projects.

The study was to assist the students to improve their skills through firsthand data collection and analysis. This was to assist in improving and being competent in the area of study. This also was to assist in addressing matters on daily projects using the research method skills and progressing to the next level of study.

1.7 Delimitation of the Study

The study was confined to the factors influencing completion of infrastructure projects in public youth polytechnics in Bomet County. These institutions are spread across the five constituencies in Bomet County as shown in appendix vii.

1.8 Limitation of the Study

The limitations of the study included;

- 1) The processes of data collection, preparation of questionnaires and typing of proposal and report. This will be overcome through assistance from supervisor, friend and family members.
- 2) The respondents might not be willing or may give false information .This will be reduced by writing an assurance and confidentiality note to them.

3) The physical environment and climatic changes like rainfall; impassible road will be overcome by preparation of questionnaires and collecting responses early in the mornings to avoid delays.

1.9 Basic Assumptions of the Study

The study assumed that;

- (a) The respondent was willing to give information objectively.
- (b) The sample is representative of the target population.
- (c) The data collection instrument was valid and reliable in measuring the intended outcome.

1.10 Definition of Significant terms as used in the study

Completion – The act of finishing something or state of being finished or complete

Evaluation - The periodic assessment of project relevance, performance, efficiency and impact both expected and unexpected in relation to stated objectives.

Infrastructure- refers to the basic physical and organizational structures needed for the operation of an institution. It is generally defined as the set of interconnected structural elements that provide a framework supporting an entire structure of development

Monitoring- A continuous assessment of project implementation in relation to design schedules, the use of inputs, infrastructure and services by project beneficiaries

Youth polytechnic - technical school offering full and part-time courses especially vocational courses in many fields to school leavers

Stakeholder - A person, group or organization with an interest in a project.

Influence -The capacity or power of persons or things to be a compelling force on or produce effects in action, behavior and opinions, of others.

Project-Work systems that are constituted by teams within or across organizations to accomplish particular tasks under time constraints

Technical – Connected with the skills needed for a particular job.

Skill – The ability to do something well.

1.11 Organization of the study

The study was organized in three chapters. Chapter one provides a background on factors influencing completion of infrastructure projects, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitation of the study, basic assumptions of the study ,and definition of significant terms .

Chapter two provides the study of literature review against the backdrop of the key study variables. It highlights the theoretical framework and the conceptual framework. It also identifies the literature gaps.

Chapter three describes the methodology to use. It highlights the research design, the target population, sample size and sample selections, data collection instruments, procedure of data collection, operationalisation of study variables, methods of data analysis, and ethical issues.

Chapter four describes the analysis of data, presentation and interpretation to answer the research questions.

Chapter five gives a summary of the findings in chapter four, gives discussions on the findings by comparing and contrasting the findings, draw conclusions and provides recommendations for practice or improvement and for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

Adequate infrastructure and equipment is essential for quality learning environment. Need for suitable infrastructure, appropriate and adequate equipment is needed in enhancing quality and credibility of training programs. The provision of infrastructure facilities and equipped in youth polytechnic has remained perpetual problems. The condition of the majority youth polytechnic is deplorable due to lack of power, adequate and reliable water supply and poor access roads .The training equipment is either obsolete, non functional or dilapidated thus compromising the quality of training (national policy for the youth polytechnic and vocational training sectors Dec 2006) .The policy further states that the planning and developed of the youth polytechnic will be in accordance with the provision of occupational health and safety regulating environment management and coordination act and shall comply with the relevant provision of persons with disabilities act.

In this chapter the researcher looked at related information to the research topic in relation to the dependant and independent variables .The theoretical framework, conceptual framework and literature gaps was also be looked into.

2.2 Completion of infrastructure projects

Kenya vision 2030 Nairobi Kenya in pursuit of the goals of the vision the youth are to provide the bedrocks for transformation of local and industrial transformation of the requisite human resources skills for technology local and industrial transformation .This will then lead to increased social wellbeing and wealth as well as the enhancement of the country's international competitiveness.

Ministry of youth affairs (MOYA) envisioned the establishment of the youth empowerment centers (YEC) in every constituency as a one stop information centre to address the diverse needs of the youth in a constituency through the Kenya youths empowerment projects (KYEP) in 2008/9Financial year 46 centers were constructed all over the country at a cost of Kenya shillings 240 million.

The youth empowerment project which is supported by the World Bank has several components which cost ksh 5.6 billion, an effort to tackle youth employment. One of these components to be implemented through the Kenya private sector alliance (KPSA) was expected to offer internship to about 6600 primary and secondary leavers and 4400 tertiary level graduates. Vocational training has experienced a myriad of challenges ranging from curriculum to physical facilities .The sector for a long time had been neglected by both government and NGOs leaving the church especially the catholic church to initiate village polytechnics .The church however was overwhelmed and could not meet the resources needed in this institutions leading to poor state and inadequacy of training facilities .The analysis of training in the polytechnic was further compromised because of an outdated and non market responsive curriculum, poorly remunerations staff and adverse attitude from the public academic failures and school drop out (Nils E. 2007)

In his study of factors leading to low enrollment in youth polytechnic in Kenya, a case study of youth polytechnic in Kericho, Bureti and Bomet district 2014, Rono Kipkemoi Richard proposed measures to be taken urgently to reverse the enrolment trend which included: Improving the morale of instructors , the YPs should be assisted to put in place attractive infrastructure, the curriculum should be revised to reflect modern market demands, award loans to YP Graduates to start their own enterprise award bursaries to very needed students, Management committee should be dynamic and responsible members of the community

Government effort to revitalize youth polytechnics to absorb thousands pupil and students who fail to get admission to join form one and university was welcomed. A few months after the release of K.C.P.E and K.C.S.E result a majority of last years national examination candidates were experiencing depression not knowing what to do next. The youth affairs PS Jane Waweru observed that the youth in the age bracket of 15 to 35 accounts to 14.3 million (37 percent) of the Kenyans population based on the census results of 2009 . The PS said the youth are an integral segment of the society and there is need to tap their potential for the country to become a 24hours economy. He said the government had acquired the development piloting National, Vocational, Certificate, Education and Training (NVCET) curriculum despite the challenges facing implementation of NVCET curriculum,

The development of NVCET option I and II curriculum was done by Kenyans institute of education (KIE) in collaboration with United Nations development program (UNDP) directorate of industrial training (DIT) and youth affairs ministry .The curriculum started piloting on 2008 to 2010. The summarize evolution report of NVCEET option I and II 2009-2010 showed that candidate trends was impressive. In 2009 the number of students' enrolled nation wide was 1,288 with male students having the largest share of 968 against female students who were only 320. But there was a decrease in the total number of candidates who set NVCET examination from 1040 candidates in the year 2009 to 839 in 2010 representing a significant decrease of 203 (19 percent) (Atieno April 27th,2011)

Mrs. Rosemary Atieno decried the low enrolment of youths in vocational institutions as compared to other regions across the Country. Mrs.Otieno said this has made many youths to lack enough technical skills that is required in today's market thereby leading to high rate of unemployment in the region she said this was majorly contributed by negative attitude among the youth who believe that one has to only attain university grade for him/her to get a job .She encouraged all youths to join youth polytechnics even the who have respective universities .She called upon parents to encourage their children to go for those short courses to upon doors to them by starting business activities to earn a living . She further describe the low turn out of female attributing that to early marriages and pregnancies that discourage them to continue with education. She noted that there were 1,317 students enrolled in various courses such as masonry, hair dressing and beauty therapy, electrical institution, welding, fashion design, agribusiness, food processing and technology, motor vehicle mechanic among others (Maurice Ahal, API Kenya March 21, 2013)

Mbale youth polytechnic thanked Camara Kenya for supporting the institution with computers and educational materials with 89 students 45 females and 44 males they had greatly enhanced not only their enrollment and retention but also expectation and proficiency(Rocky January 25,2012)

2.2.1 Influence of availability of funds on completion of infrastructure projects

In 2007 the youth enterprise development funds (YEDF) under MOYAS was launched and allocated one billion shillings which was later increased to Kenya shillings 2.4 billion .A further 2.5 billion was pledged to be funded by Kenya Commercial Bank first Community Bank, Equity and Family Bank By the end of July 2009, the fund disbursed ksh 2.1 billion to about 68000 youth-led enterprises. In July 2013 the government launched the economic stimulus .Programs (ESP).Vocational training provided the learner's with ready skills in a specified trade. This is essential for industrial development and is urgently needed in Bomet County and is therefore needed to support and construct more institutions of this kind. (Nils E. 2007)

The situation in the polytechnics began to improve in 2005 with establishment of the then ministry of the state for the youth affair with the presidential Mandate to mainstream TIVET in youth polytechnics. Other than revitalizing the polytechnic the ministry recruited qualified instruction and deployed then under this program every youth polytechnics was to be staffed with public service institution and manager. The first lot of 750 instructors and 15 managers were deployed across the country and government was to continue to donate grants to the polytechnics to subsidize the salaries of management committee employed staff (Kimando, 2012)

The ministry of youth affairs initiated the Infrastructure Support Service (ISS) and began the development of the new curriculum in liaison with KIE which is currently undergoing summative evaluation by KNEC and might soon be rolled out country wide .The ministry also initiated subsidized caution program (SYPT) to support trainer in the polytechnic to meet financial requirement and improve on the adequacy and quality of the training resources. In view of the above situation, the county government of Bomet need to take further initiative to improve on the quality of training on vocational training institution(VTIS)and home craft centers like establishment of ICT business incubation centers in polytechnic .This new initiative alongside those initiatives by MOYAS will deeper effectiveness and efficiency of vocational labor which can help reduce unemployment in county by establishing enterprises at the incubation centers and latter moves them to allocation of their choice (Mureithi,2008)

Through the research and development centers (RDC) Kenya institute of education (K.I.E). promised to develop a curriculum which addresses the needs and realities of the markets the curriculum has been piloted in 30 institution the ministry also supported infrastructure development in 65 youth polytechnic and plans to include 35 others .The ministry in consultation with the roads and public works ministry prepared designs and binding documents to facilitates the identification of contracts to facilitates the identifications of contract each institution was to get a classroom and a workshop at a cost of Kenya shillings 8.5 million additionally preparation of binding document for work in 10 institution funded by the African development bank(ADB) (Republic of kenya,2008)

In her study in determination of enrollment in technical and vocational training in Youth Polytechnic in Nyeri County, Kenya, Jane Nyawira 2012 found out that the following influence enrollment of students in YPS in Nyeri county; inadequate and outdated physical facilities, irrelevant courses, low academic qualification of trainers, inadequate trainers, parent's negatives attitudes towards YPs. The recommendations of the study are; There is need for the government to provide adequate and modern equipment and tools, the courses offered in youth polytechnic should suit the labor market demand, attachment of pedagogical skills by trainers to enable them offer quality training to make YPS attractive, use of affirmative action to encourage female students to enroll in male dominated courses, the government needs to sensitize the parents to change their negative attitudes towards the YPS.

In her study on factors influencing youth enrollment level public youth polytechnics Mombassa County, Jane Kangombe investigated the effect of economic status, social cultural factors, historical factors, quality of education and youth polytechnic structures on the enrollment levels in public polytechnic. The study particularly sought to identify and give suggestion that could help assist public polytechnics in Mombassa County to improve their levels since they were experiencing poor students' enrollment with many dropping despite efforts by the area county government to have youths join the institutions. Other measures include staffing capitation, establishment of a fully operational quality assurance department and infrastructure support services like construction of workshops, classrooms, computer labs and hostels.

The polytechnics should also be assisted to initiate operational production units for income generation as well as providing trainers with practical experience in the various trades .Sponsors and donors should also be encouraged through public – private partnership to establish more VTIs and provide opportunities for industrial attachment for trainees which in the new curriculum should amount to 30% of the training period.

There is also need to establish more of these facilities to cater for the growing demand. Training opportunities for the staff should also be provided and needy students should be assisted financially (Richard, 2014)

Three hundred and seventy youth polytechnic have been equipped with tools and equipments to date. During the financial year 2009/2010 financial year, the government spends shillings 270million in the rehabilitation and construction of sixty four (64) youth polytechnics in the country. The permanent secretary ministry of education stated in the 2012 /2013, national budget that there were allocation for supporting infrastructural development of Yps in the country, other SYPT funds amounting to Shs. 3 billion was allocated and displaced to YPS for supporting other requirements like textbooks, repairs, stationeries, exercise book, intuitional materials and co-curriculum activities among others so as to boost the development of polytechnic in Kenya. reference to Kamunge report of 1988, the parents and committee have to share cost with the government in making financial contribution to purchase equipment , text books, provide land for building classrooms workshop ,laboratories, libraries and building facilities among other requirements, for they are the beneficiaries of the projects.(Nyawira, 2012)

The financing of education and training at basic level is responsibility of the government and parents. The government financing of youths has however been limited to small to grants to bridge the staff revenue rations. Due to inadequate financial resources allocation the growth of youth polytechnic has stagnated in spite of their stagnated location. The situation is further compounded due to lack of guideline to motivate the private sector to take an active role in national policy for youth polytechnic and vocational training in support of youth polytechnic developments .While there are opportunities for the youth polytechnic to generate extra financial resources through income generating activities the management of the youths polytechnics have not embraced the concept to the full. (National policy for youth polytechnic and vocational training sector, 2006)

For the sector to grow, the need for adequate financing and budgeting allocation cannot be over emphasized .Similarly there is need to promote partnership with private sector and development partners to supplement government resources. (National policy for youth polytechnic and vocational training sector, 2006)

In order to ensure adequate resources to the youth polytechnics, the government and the ministry of youth affairs was to facilitate the implementation of the following policies, Provision of annual budgetary allocation in the national budget for development of the youth polytechnic system, collaboration with parents, communities and sponsors in financing of the appropriate facilities in the sector, establishment of mechanism for continuous review of unit cost for which trade in youth polytechnic, promotions of private sector financing through social partnership and corporate- social responsibility, and promotions of income generating activities through expanding training packages and supply of goods and services.

To implement these policies the following strategies will be applied; developing sector strategic plan and mechanism for collaboration with all stakeholders in the sector financing, systematically increased government budgetary allocation to the sector, institutionalized and build capacity for prudent financial management to ensure efficient and cost effective use of resources in the publicly funded youth polytechnic, ensure balanced representation of stakeholders, private sector and partners in the governance of the sector, develop guideline for determining unit cost for each trade in the sector for the purpose of determining level funding, provide incentive to private sector that rebates or awards to encourage participation in the sector, develop guideline for utilization of funds from income generating activities (National policy for youth polytechnic and vocational training sector, 2006)

In developed countries much of the infrastructure euphemistically labeled “mature” is well past usable prime. Emerging economies meanwhile urgently need new infrastructure such as sanitation, portable and durable roads. Formerly, many government by far the large source of financing for infrastructure projects –supported the infrastructure and projects finance market with cash and or guarantees but this support is no longer sustainable due to the sufficient deficits and sovereign debt level in developed countries (Summerfield, 2006)

The World Bank exposed credit agencies with other materials along with state owned infrastructure banks will continue to play an important role in the financing infrastructure projects – private investment will also continue to grow in importance.

In the developed countries more investment is apt to go to the operations and maintenance of existing infrastructure. Public- Private Partnership (PPP) will gain attraction provided the government partners can show private investors both stability and professional transactional capacities .The key to successful raising enough investment for tomorrow or essential infrastructure will rest in finding the optimism balance between public and private money. In the study , the skills analysis, the report's finding indicates that both employers ,graduates and trainees agreed on the most significant skills gaps among the youth capacity to use modern machines, trade knowledge and practice industrial exposure in that order. These results are mainly due to infrastructure available within the YPS and VTCS (Republic of Kenya, Skills gap analysis 2011)

2.2.2 Influence of availability of technical skills on completion of infrastructure projects

The responsibilities of management is to create a productive system which includes: space for training, textbooks, tools and equipment, workshops for practical, time ,materials instructors and other support staff. All these inputs requires expertise (Republic of Kenya, Skills gap analysis 2011)

The functions of experts in implementation of infrastructure projects include; Delivery/ commissioning, follow up and reporting, procurement, financial analysis and modeling, risk management assessment strategies, framework policy application, management of risks and costs, project management, budgeting, scheduling and deliver costs benefits analysis, monitoring, complete decision making within a systematic and a standardized process.(Rob et al, 2008)

Public engagement, awareness raising and education will typically form major parts of implementations projects and need to be well planned, theirs need for qualified and experienced communication experts who ensure that promotional and educational opportunities are fully capitalized upon.

There is need for close relationship with technology suppliers, experts experienced in site assessment and managing the installation of electricity vehicle charging points and renewable energy technologies. Project management team develops budgeted implementations plans and delivers projects to agreed milestones. “I not only use all the brains that I have, but all that I can borrow” Thomas Woodrow Wilson, 28th president of the united states of America. Well informed decisions are required when your infrastructure are facing typical challenges of our time, less money, an aging society , environmental constrains and for the best possible performances, while also having to ensure a good quality life , reliable, power supply ,accessible healthcare, and efficient mobility. These factors should be considered; Infrastructure will have to be strategically developed to keep pace and maintain competitiveness, create integration which appears to be the obvious solution to achieving better performance with potentially lower costs, knowing alternatives that open up new possibilities for tailored solution (Republic of Kenya, Skills gap analysis, 2011)

An expert is someone widely recognized as reliable source of technique or skills whose facility for judging or deciding rightly, justly or wisely is accorded authority and status by the peers or the public in a specific well distinguished domain. An expert more generally or a person with extensive knowledge or ability based on research, experience or passion and in particular area of study. Experts are called in for advice on their respective subjects, but they do not always agree on the particulars of a field of study. An expert can be believed by virtue of technical training, education, profession ,reputation or experience to have special knowledge of a subject beyond that of the average persons, sufficient that others may officially and legally rely upon the individuals opinions(Kinyanjui,2007)

Psychometric measures of perceptions of employee expertise called generalized expertise measures(GEM).The item scale contains; objectives expertise items , items were named evidence based items subjective here(the remaining’ items from the measures between, were named self enhancement items because of their behavioral components; This person has the knowledge specific on a field of work, this persons shows that they were the educated to be an expert in the field, this person has the qualification requirements to be an expert in the field, this person is ambitious about their work in the company, this person can witness a work related situation is important or not, this person is charismatic, this person can deduce things from work related situations easily, this person is innovative in the job, this person is self-assured, this person is outgoing (Atchoerena 2001)

In the rhetoric of experience, Johanna Hertellius defines two basic modes of expertise, anonymous and attributed expertise. An anonymous expert can possess expert knowledge without recognition from the other people, attributed expertise is a performance that may or may not indicate genuine knowledge, with these two categories Hertellius isolates the rhetorical problem faced by experts, just as someone with anonymous expertise may not possess the skills to persuade people to hold their points of view, someone with merely attributed expertise may be persuasive but lack the actual knowledge pertaining to a given subject. An expert differs from a specialist in that a specialist has to be able to solve a problem and an expert has to know its solutions.

The opposite of an expert is generally known as a layperson and often assists experts in one field and a layperson in many other fields. One concept of an expert and expertise are dictated within the field of epistemology under the general heading of expert knowledge in contrast the opposite of a specialist would be a generalist. Academic petition arises when experts become convinced that only their opinion is useful, sometimes on matters beyond their expertise. (Kamau, 2013)

2.2.3 Influence of stakeholders' participation on completion of infrastructure project

As the youth polytechnics transform to become centers of excellence in education and training collaboration. The major challenge will be maintaining mutually beneficial collaboration and networking with other institutions. Currently there is no structured collaboration between youth polytechnic and industry including the informal sector in areas such as transfer of technology, attachment, part time lecturing, procurement of goods and services. (National policy for the youth polytechnics and vocational sector)

There are many stakeholders in education each of whom needs to play his/her role effectively in order to help all learners to reach their full potential, the stakeholders include the students, parents and family, teachers, principals, ministry of education, the community, Business and industry, and Board of Management. Students value education and want to learn, desiring to get the most out of the experience schools offer, work well independently and with others with purpose, passion and pride in their work. Parents/guardians take ultimate responsibility for the upbringing of their children and set good examples for them to follow and support school in their effort to educate the child.

Teachers care deeply for the character and moral development of the students by moral example, promote teamwork, enterprise, innovation and creativity in students, and seek to learn continuously.

Principal is an effective translator of educational policies into practices, interpreting and applying the appropriate to suit school condition, lead by examples, conveying a deep sense of mission and build a supportive community by forging links with parents, alumni and the community. Ministry of education set strategic directions for schools collaborates with the government agencies and non governmental organizations and practices. Community upholds and transmits the right values and attitudes to the young, recognize the variety of abilities and talents displayed by our young and the work by each child and offer scholarships and bursaries to students and teachers. Business/industry support placement opportunities for professional development offer scholarships and bursaries to students and teachers. Management Committee service in advisory and voluntary capacity to support schools programs, functions and activities and provides skills and encourage networking between the schools on the one hand and the community, industry and parents on the other for mutual benefits and quality education (Skills inventory report, 2006)

In education the term stakeholders typically refer to anyone who is interested in the welfare and the success of a school and its students including administration, teachers, staff members, students, parents, families, community members, city councilors and state representatives. In a word stakeholders have a stake in the school and its students, meaning that they have personal, professional, civic or financial interest or concern (Ochango, 2014)

Generally spelling the giving of stakeholders in public education is based on the recognition that school as public institutions supported by state and local revenues are not only part of and responsible to the community they serve but they are also obligated to involve the bordering community in important decision related to the governance, operations or the improvement of the school. (Ochango, 2014)

Future transport systems works make transport and infrastructure projects a reality. The clients concern about making the best technology choices future proofing, operation models, billing systems etc. And therefore there is need to develop experience contacts and knowledge to advice from all areas, public engagement and awareness raising education typically form major part implementation project, and need to be well planned. Therefore there is need for experienced specialist (Macharia and Ngigi, 2006)

Stake holder's management is a critical component to the successful delivery of any project, programs or activities. A stakeholder is any individual, group or organization that can affect or be affected by or perceived itself to be affected by a program. Effective stake holder's management creates positive relationship with stakeholders through the appropriate management of their expectations and agreed objectives. Stake holder's management is a process and control that must be planned and guided by; Stakeholders identification, promoting stakeholders, engaging and communicating with stakeholders (Kimando et al, 2012)

One needs to understand what financial or emotional interests the key stakeholders have in the outcome of the project, if positive or negative. What motivates them most? What information do they want from you? What is their current opinion of your work? What influences their opinions generally, and who influences their opinion? Do some of these influences therefore become important stakeholders in their own right? Remember that although stakeholders may be both organizations and people, ultimately you must communicate with people. Make sure that you identify correct individuals stakeholders within stakeholders' organizations. (Mwore, 2011)

2.2.4 Influence of availability of monitoring and evaluation systems on completion of infrastructure projects.

Project monitoring is a continuous assessment of project implementation in relation to design schedules, the use of inputs, infrastructure and services by project beneficiaries. (Simion, 1996)

Project evaluation is the periodic assessment of project relevance, performance, efficiency and impact both expected and unexpected in relation to stated objectives. (Simion, 1996)

Governments and organizations all over the world are grappling with internal and external demands and pressures for improvements and reforms in public management. These demands come from a variety of sources including multilateral development institutions, donor governments, parliaments, the private sector, NGOs, citizens' groups and civil society, the media, and so forth (Jody and Ray, 2004)

Whether it is calls for greater accountability and transparency, enhanced effectiveness of development programs in exchange for foreign aid, or real results of political promises made, governments and organizations must be increasingly responsive to internal and external stakeholders to demonstrate tangible result (Jody and Ray, 2004)

“The clamor for greater government effectiveness has reached crisis proportions in many developing countries where the state has failed to deliver even such fundamental public goods as property rights, roads, and basic health and education”. In short, government performance has now become a global phenomenon. Results-based monitoring and evaluation (M&E) is a powerful public management tool that can be used to help policymakers and decision makers track progress and demonstrate the impact of a given project, program, or policy. Results-based M&E differs from traditional implementation-focused M&E in that it moves beyond an emphasis on inputs and outputs to a greater focus on outcomes and impacts .Building and sustaining results-based M&E systems is not easy. “Good government is not a luxury—it is a vital necessity for development.” Building a Results-Based Monitoring and Evaluation System Monitoring and evaluation can and should be evident throughout the life cycle of a project, program, or policy, as well as after completion. M&E—with its continuing streams of data and feedback— has added value at every stage from design through implementation and impact. “The specific information will also be different at each level, the complexity of collecting data will be different, the political sensitivity on collecting the data may change, and the uses of the information may change from one level to another” .(Jody and Ray, 2004)

It should also be noted that a functioning M&E system provides a continuous flow of information that is useful both internally and externally. The internal uses come into play as the information from the M&E system is used as a crucial management tool for the public sector manager in achieving results and meeting specific targets. (Paul, 2005)

Information on progress, problems, and performance are all key to a public manager striving to achieve results. Likewise, the information from an M&E system is important to those outside the public sector who are expecting results, wanting to see demonstrable impacts from government action (and tax monies), and hoping to build trust in a government that is striving to better the life of its citizens. (Simion, 1996)

Fundamentally, the M&E system aids in thinking about and clarifying goals and objectives. Governments and stakeholders can also use M&E systems for formulating and justifying budgetary requests. In contrast to the earlier implementation-based approach, results-based M&E focuses attention on achieving outcomes important to the organization and its internal and external stakeholders. M&E systems can help identify potentially promising programs or practices. They can also identify unintended but perhaps useful Introduction: Building a Results-Based Monitoring and Evaluation System project, program, and policy results. Conversely, M&E systems can help managers identify program weaknesses and take action to correct them. An M&E strategy can be used to diminish fear within organizations and governments, and can instead devise ways of instilling an open atmosphere in which people can learn from mistakes, make improvements, and create knowledge along the way. (Jody and Ray, 2004)

Good M&E systems are also a source of knowledge capital. They enable governments and organizations to develop a knowledge base of the types of projects, programs, and policies that are successful, and, more generally, what works, what does not, and why. M&E systems can also provide continuous feedback in the management process of monitoring and evaluating progress toward a given goal. In this context, they promote organizational learning. Broad public access to information derived from results-based M&E systems is also important in aiding economic development both within and between countries. External and internal stakeholders will have a clearer sense of the status of projects, programs, and policies. The ability to demonstrate positive results can also help garner greater political and popular support (Chiuri, and Kiumi, 2005)

Regardless of the number of steps, the essential actions involved in building an M&E system are to: formulate outcomes and goals, select outcome indicators to monitor, gather baseline information on the current condition, set specific targets to reach and dates for reaching them, regularly collect data to assess whether the targets are being met, analyze and report the results. Given the agreement on what a good system should contain, why are these systems not part of the normal business practices of government agencies, stakeholders, lenders, and borrowers? One evident reason is that those designing M&E systems often miss the complexities and subtleties of the country, government, or sector context. Moreover, the needs of end users are often only vaguely understood by those ready to start the M&E building process. Too little emphasis is placed on organizational, political, and cultural factors. (Paul, 2005)

The readiness assessment is, in essence, the foundation of the M&E system. Just as a building must begin with a foundation, constructing an M&E system must begin with the foundation. With the adoption of the MDGs, many developing countries are looking to design and implement comprehensive results-based M&E across many sectors and policies. Also, with the growing emphasis on results in international aid lending, more donor governments and institutions will likely provide support to developing countries to build broad M&E systems. There are trends among some donor agencies and governments to perform joint evaluations involving the recipient country as an active participant. Often, different ministries are at different stages in their ability to take on the establishment of an M&E system. The whole-of-government strategy may not be able to move all ministries in tandem; there may be a need for sequencing among ministries in developing these systems. Many times innovations at one level will filter horizontally (Jody and Ray, 2004)

2.3 Theoretical framework

The study was based on the contingency theory of leadership which was proposed by the Austrian psychologist Fred Edward Fiedler in his landmark 1964 article, "A Contingency Model of Leadership Effectiveness." The contingency theory emphasizes the importance of both the leader's personality and the situation in which that leader operates. Fiedler and his associates studied leaders in a variety of contexts. They outline two styles of leadership: task-motivated and relationship-motivated. Task refers to task accomplishment, and relationship-motivation refers to interpersonal relationships. Fiedler measured leadership style with the Least Preferred Co-Worker Scale (LPC scale.) The leaders scoring high on this scale are relationship motivated and those scoring low are tasking motivated (Northouse, 2007).

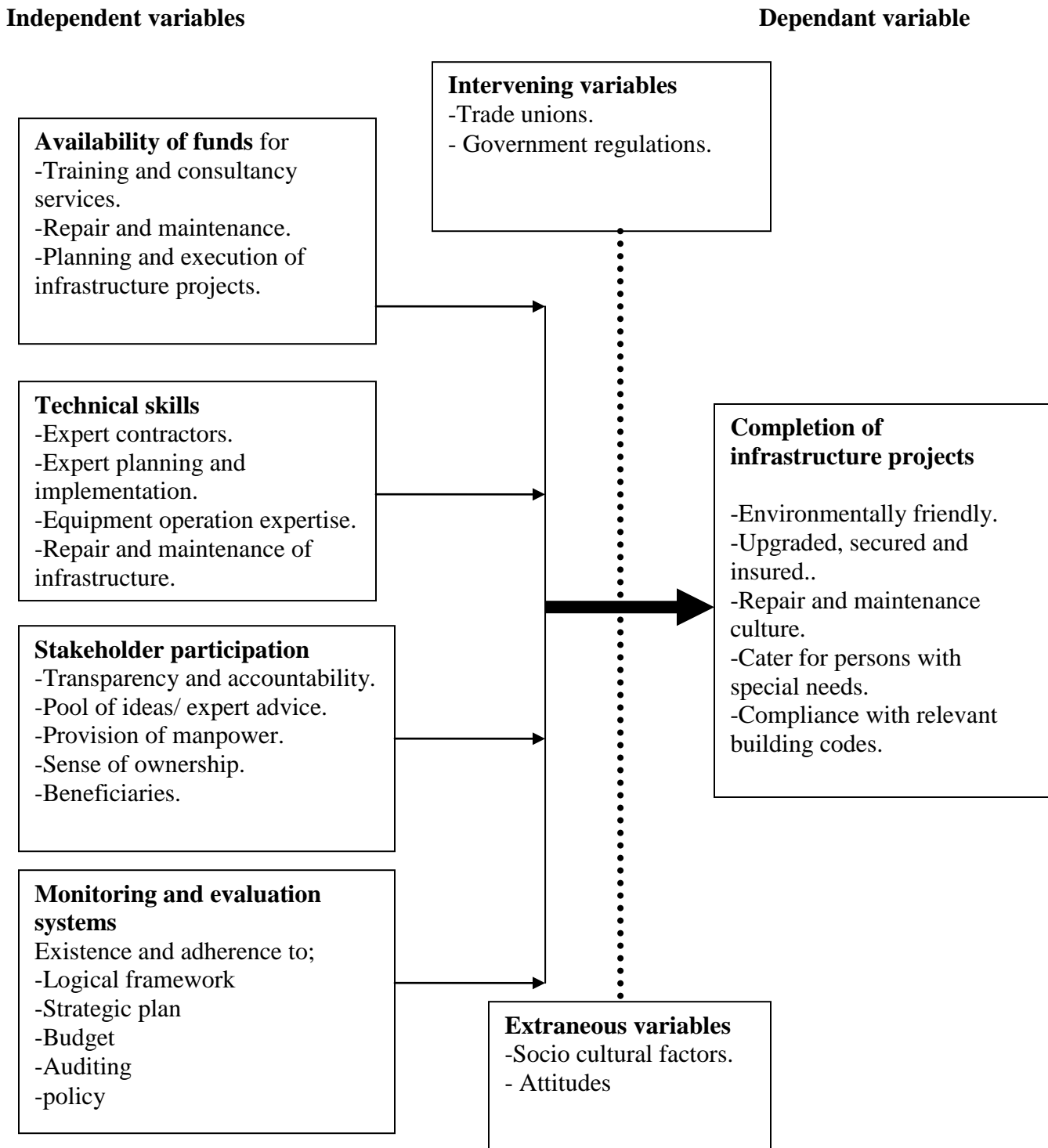
Central to contingency theory is concept of the situation, which is characterized by three factors: Leader-member relations; deals with the general atmosphere of the group and the feelings such as trust, loyalty and confidence that the group has for its leader. Task structure, is related to task clarity and the means to task accomplishment. The position power, relates to the amount of reward-punishment authority the leader has over members of the group. These three factors determine the favorableness of various situations in organizations which claims that there is no best way to organize a cooperation; to lead a company or to make decisions. An organizational style that is effective in some situations may not be effective in others. (Northouse, 2007)

The optimal organization depends upon various external and internal constraints (factors) that is; The size of the organization, how the firm adopts itself to its environment, differences among resources and operations activities, strategies, technologies being used, trade unions, government, customers and competitors. (Northouse, 2007)

The theory was linked to the study as shown in the conceptual frame work (figure 2.1), showing how availability of funds, availability of technical skills, stakeholder participation and availability of monitoring and evaluation systems influence completion of infrastructure projects. Youth polytechnics are in different environments therefore faced with different situations.

2.4 Conceptual framework.

The relationship between the dependent, independent, intervening and extraneous variables is indicated in **Figure 2.1 conceptual framework** below;



2.5. Literature gaps

Most of the researches done on Youth Polytechnics are on factors influencing enrollment, skills gap analysis, where availability of infrastructure is seen as a factor. Not much has been written on public youth polytechnic infrastructure. Completion of infrastructure projects in Bomet County has not been researched on.

There was therefore need to carry out a study on the influence of availability of funds, availability of technical skills, stakeholder participation and availability of monitoring and evaluation systems on completion of infrastructure projects in public youth polytechnics in Bomet County.

2.6 Summary of literature review

The major factors that can highly affect the completion of infrastructure projects in youth polytechnics as discussed above include: Poor quality management in the institutions due to incompetent managers hence leading to poor utilization of resources and poor governance system, this also leads to poor project coordination, leading to too much work left unsatisfactory.

The required amenities include: water electricity, sanitation facilities and sewerage drainages and soak pits (Bakhda, 2004). The boarding facilities include hostels, water supply system, kitchen, and dining hall. Some of the possible problems associated with infrastructural projects completion in the YPS as discussed above includes: stalled projects, incomplete projects within the stipulated time, frame substandard infrastructure, inadequate tools and equipment for the projects. Political leaders assist in changing the community perspective of youth polytechnics, allocation of the funds towards infrastructure projects, provision of subsidies for fees, constructions of roads and provision of water and electricity and social amenities and initiate policies guiding completion of infrastructure projects youth polytechnics.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology to be used in the study by highlighting the research design, target population, sample size and sampling procedure, methods of data collection, validity and reliability of data collection instrument, methods of data analysis, operationalisation of study variables and ethical consideration.

3.2 Research Design

The study used descriptive research design because the research will gather data with the aim of describing the conditions, identify the standards against which existing conditions can be compared with and determine the relationship between specific events (Orodho, 2005). The design was suitable since objectives of the study were description of facts characteristics of area of interest is factual (Kothari, 2007)

3.3 Target Population

The study was carried out in public polytechnics in Bomet County, Kenya. The target population included; Current trainees enrolled in Youth Polytechnics in Bomet County totaling to 1,616 as shown in appendix I, Managers of the 17 Youth Polytechnics, Board of management chair persons for the 17 Youth Polytechnics, current instructors of the Youth Polytechnics in Bomet County totaling to 151 as shown in appendix ii

Therefore the total target population will be totaling to 1801.

The population is distributed among the five sub counties in Bomet as shown in appendices i and ii. They have been chosen so as to get sufficient data of the public polytechnics in Bomet County. They are the accessible population upon which the results of study was generalized

3.4 Sampling Procedure

A sample is a part of the target population which is a likely representative of the large population (Orodho, 2002).

3.4.1 Sample Size

The study targeted Youth Polytechnics' managers, instructors, trainees and Board of Management Chairpersons. According to Krejcie and Morgan (1990) a sample size of 322 was appropriate for a target population of 1801. The study used stratified sampling to identify strata in the population and their proportion then select from each strata (BOM chairpersons, managers, instructors and trainees)

The sample size that was used for the study will be 322 based on appendix iii Morgan table for determining the sample size from a given target population. The respondents was selected using stratified probability sampling technique because the respondents consist of various groups calculated using the formula

$$\frac{\text{Target population}}{\text{Total population}} \times \text{sample size} \quad (\text{Krejcie and Morgan, 1990})$$

Table 3.1: Sample Size and Sample Selection

STRATA	TARGET POPULATION	SAMPLE SIZE
B.O.M Chairpersons	17	3
YP Managers	17	3
YP Instructors	151	27
YP Trainees	1,616	289
TOTAL	1801	322

3.5 Methods of Data Collection

The data was collected using questionnaires. The questionnaires were taken to the area of study and given to the sampled respondent to respond to. (Kothari 2008) suggest that questionnaires gather responses in a standardized way while at the same time ensuring confidentiality.

The study used both open ended and closed ended questions presented in a likert- scale so as to allow respondent to agree with a degree of agreement or disagreement. The questionnaire consisted of section A which consist of demographic characteristic of the respondent and section B consist of the study factors.

Preparation of the proposal was done, defense and correction of the proposal was done then permission was sought from the Director of youth training to collect data from the selected respondent. The respondents were requested to fill the questionnaires as honestly as possible and follow up was done to check if the questionnaires were fully filled.

3.5.1 Data Collection Instrument Piloting

A preliminary test of the data collection instrument was done to test effectiveness of the research instrument. Pilot study was carried out in public youth polytechnics in Bomet county, with a pre-test sample, which is a tenth of the total sample with homogenous characteristics will be appropriate (Mugenda and Mugenda 2003)

The questionnaires was administered to each group of the respondent; One YP manager, One BOM Chairman, three YP Instructors, and twenty-nine YP Trainees

The study used split half techniques by dividing the sample into two equal groups and then compares the consistency of the results

3.6 Validity and reliability

3.6.1 Validity of the instrument

Validity of an instrument represents the degree to which a test measures what it is supposed to measure (Borg and Gall 1983)

This is a degree to which a test measures the variables it claims to measure. (Kothari and Paks 1998) the study addressed the issue of validity through expert judgment to ensure that all variables are addressed.

3.6.2. Reliability of Study Instrument

Reliability is the consistency of measurement over time whether it provide the same result on the repeated trials (Mugenda and Mugenda)

The split half testing was used to check the reliability of the instrument by administering the same questionnaire to a sample that was randomly selected thereafter the study used Pearson correlations coefficient to compare the relationship between the two(x and y) halves.

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

. +1 level of coefficient was acceptable to the study.

3.7 Methods of data analysis

The questionnaires were used to collect data from the respondent. Checking on the completeness of the questionnaires were done and the report tabulated from the generated Questionnaires .Percentages, and frequencies were used to analyze the data .The data was then organized, edited and analyzed using SPSS statistical packages

3.8 Operationalization of Variables

Table 3.2 Operationalization of Study Variables

Dependent variable

Objectives	variables	Indicators	measurement	scale
To investigate factors influencing completion of infrastructure projects in public youth polytechnics in Bomet county	Completion of infrastructure projects	-Environmentally friendly. -Upgraded, secured and insured. -Cater for persons with special needs. -Compliance with relevant building codes. -Responsive to technological change.	Number of completed infrastructure projects	Ordinal

Independent variables

Objectives	Variables	Indicators	Measurement	Scale
To assess the influence of availability of funds on completion of infrastructure projects in public youth polytechnics in Bomet County	-Availability of Funds.	<ul style="list-style-type: none"> -Training and consultancy services. -Repair and maintenance. -Planning and execution of infrastructure projects 	<ul style="list-style-type: none"> Number of consultancy services, Number of sources of funds, Amount of funds. 	Nominal Ordinal
To investigate the influence of technical skills on completion of infrastructure projects in youth polytechnics in Bomet County	Availability of technical skills	<ul style="list-style-type: none"> Involving experts in completion of infrastructure projects. -Expert contractors. -Equipment operation expertise. -Repair and maintenance of infrastructure. 	<ul style="list-style-type: none"> Number of technical experts involved and available for completion of infrastructure projects 	Nominal Ordinal

<p>To examine the influence of stakeholder participation on completion of infrastructure projects in public youth polytechnics in Bomet County</p>	<p>-Stakeholder participation</p>	<p>-Transparency and accountability. -Pool of ideas/ expert advice. -Provision of manpower. -Sense of ownership. -Beneficiaries -mobilization -Regular meetings -Identification of infrastructure project -Decision making</p>	<p>Number of actively participating stakeholders . Number of stake holder meetings</p>	<p>Nominal 1 Ordinal</p>
<p>To examine how availability of monitoring and evaluation systems influence completion of infrastructure projects in public youth polytechnics in Bomet county</p>	<p>availability of monitoring and evaluation systems</p>	<p>Existence and adherence to; -Logical framework -Strategic plan -Budget -Auditing -policy</p>	<p>Number of monitoring and evaluation systems</p>	<p>Nominal 1 Ordinal</p>

3.9 Ethical consideration

Permit was obtained from the ministry of education through the County Director of Vocational and Youth Training to allow collection of data.

An introductory note to the respondent was done to brief them on purpose of carrying out the study and on confidentiality.

No respondent was forced to fill the questionnaire

3.10 Summary of methodology

The study used descriptive research design, stratified random sampling was used to select 322 respondents from a target population of 1801 comprising of YP trainees, managers instructors and BOM chairpersons. The study was both qualitative and quantitative Questionnaires which were used to collect data split-half technique used in piloting of the study. Opinions of experts were used to check the validity of the instruments and reliability calculated using Pearson's product moment correlation co-efficient.

Data was collected after obtaining a research permit from the relevant authorities. Descriptive statistics where Percentages, frequencies and statistical package for social scientist (SPSS) was used to analyze the data .The researcher adhered to ethical considerations while collecting the data.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis ,presentation ,interpretation and discussions on the basis of the research objectives .It describes the influence of availability of funds ,stakeholders participations ,availability of technical skills and availability of monitoring and evaluations tools on completion of infrastructure projects in public youth polytechnics in Bomet County

The analysis is based on the data collected from the questionnaires sent to the public youth polytechnics, chairpersons, managers, instructors and trainees in Bomet County.

4.2 Questionnaire Return Rate

The researcher issued 322 questionnaires 3 to BOM chairpersons ,3 for YP managers 27 for YP instructors and 289 for YP trainees only 305 copies of questionnaires were returned which represent 95% of the selected sample . A response rate of 50% is adequate for analysis and reporting a response rate of 60% is good and a response rate of 70% and above is very good (Mugenda and Mugenda 2003)

This study therefore had an excellent questionnaires response rate.

The response was as shown in the table 4.1 below

Table 4.1 questionnaires return rate

Category of respondent	Number targeted For response	Number who responded	Percentage response rate(%)
BOM chairperson	3	3	100
YP managers	3	3	100
YP instructors	27	22	810
YP trainees	289	27	96
Total	322	305	95

4.3 Demographic characteristics of the respondents

The demographic characteristics of the respondent gender, age, highest level of education and mental status are described below.

4.3.1 Gender of respondents

The respondents' genders were as shown in the table 4.2 below.

Table 4.2 gender of respondents

Category of respondent	Number of males	Male percentage (%)	Number of females	Female Percentage (%)
BOM chairperson	3	100	0	0
YP managers	2	66	1	33
YP instructors	12	55	10	45
Trainees	170	61	107	39
Total	187	61	107	39

The findings in table 4.2 above shows that more male than female respondents participated in the study .Male comprised of 61% while 39% were female respondents.

The study discovered that there were no female BOM chairpersons.

4.3.2 Age of the respondents

The age of the respondents were as shown in table 4.3.

Table 4.3 ages of the respondents

Age bracket	Number who responded	Percentage (%)
12-21 yrs.	62	20
22-31 yrs.	115	38
32-41 yrs.	100	33
42-51 yrs.	18	6
51yrs. and above	10	3
Total	305	100

Majority of the respondents were between the age of 22-31 yrs. and 32-41 yrs.

4.3.3 Highest level of education of the respondents

Highest level of education of the respondents was as indicated in table 4.4 below.

Table 4.4 Highest level of education of respondent

Age bracket	Number who respond	Percentage (%)
University level	2	1
Middle level college	26	9
Secondary level	177	58
Primary level	100	33
None	0	0

From the above findings in table 4.4, the highest levels of education of the respondents were mainly secondary school leavers 58% and primary school leavers 38% who were mainly trainees in the YP

4.3.4 Marital status of the respondents

The marital statuses of the respondents are indicated in the table 4.5 below.

Table 4.5 marital status of respondents

Marital status	Number who responded	Percentage (%)
Married	171	56
Single	134	44
Total	305	100

It was clear from the findings that most of the respondents were married (56%)

4.4 Completion of infrastructure projects

The researcher sought opinions from BOM chairpersons, YP managers ,instructors and trainees on completion of infrastructure project in public youth polytechnics and the respondent were requested to indicate whether they strongly agreed, neutral, disagreed or strongly disagreed with the given statements

KEY

SA- Strongly agree

A-Agree

N –Neutral

D-disagree

SD-Strongly disagree

The responses were as shown in table 4.6.

Table 4.6 completion of infrastructure project

Items	Response	Frequency	percentage (%)
Youth are involved in	SA	105	34
Completion of infrastructure project	A	184	60
	N	4	1
	D	7	2
	SD	5	2
Completion of infrastructure projects is compliant with relevant building codes	SA	6	2
	A	15	5
	N	22	7
	D	142	47
	SD	120	39
Infrastructure projects are responsive to technological changes	SA	A	1
	A	10	3
	N	21	7
	D	162	53
	SD	108	35
Infrastructure cater for persons with disabilities	SA	20	7
	A	15	5
	N	38	12
	D	150	49
	SD	82	27
Infrastructure are upgraded, secured and insured	SA	4	1
	A	10	3
	N	8	4
	D	174	57
	SD	109	36

Table 4.6 indicates that a higher percentage 68% of the respondent agreed that they were involved in completion of infrastructure projects and commented that most infrastructure especially study rooms were used both as workshop and classroom ,1st years and 2nd years were combined in one classroom.

A higher percentage of respondents 52% disagreed and 35% strongly dis-agreed that infrastructure were responsive to technological changes .The institutional infrastructure were dilapidated and outdated. The researcher found out that the infrastructure was not sufficient, there were no standard classrooms, workshops, computer laboratories, libraries, washrooms, electrification, dormitories, dining halls, kitchen, sports equipment and modern machines.

A higher percentage of the respondents (57%) disagreed and 36% strongly disagreed that YP infrastructure are upgraded, secured and insured especially the building and any accident it will be hard to recover the items.

The researcher found out that the findings of Jane Nyawira, 2012 that the physical facilities in youth polytechnics were inadequate and outdated were true.

4.4.1 Influence of availability of funds on completion of public youth polytechnics in Bomet County

Availability of funds influence completions items of infrastructure projects as described in table 4.7

Table 4.7 Influence availability of funds on completion of infrastructure projects

Item	Response	Frequency	Percentage (%)
There are sufficient funds for training and consultancy services on completion of infrastructure projects	SA	0	0
	A	0	0
	N	11	4
	D	93	31
	SD	201	65
There are sufficient funds for completion of infrastructure projects	SA	0	0
	A	5	2
	N	58	19
	D	137	45
	SD	105	34
There are sufficient funds for monitoring and evaluation of infrastructure projects	SA	0	0
	A	2	1
	N	18	6
	D	80	26
	SD	205	67
There are sufficient funds for involving expert contractors on completion of infrastructure projects	SA	2	1
	A	3	1
	N	25	8
	D	175	57
	SD	110	36

From the above findings it was observed that there was no respondent who strongly agreed or agreed that there were sufficient funds for completion of infrastructure projects .Majority of the respondents (57%) disagree and 36% strongly disagree that there were sufficient funds for involving experts on completion of infrastructure projects. 67% of the respondents strongly disagreed that there were sufficient funds for monitoring and evaluations of projects.

65% strongly disagreed that there were sufficient for training and consultancy services on completions of infrastructure projects. The respondents commented when asked to give their own opinion on availability of funds for completions of infrastructure projects that the funding of infrastructure projects for public youths polytechnics greatly depended on school fees from the low enrollment in their institutions and constituency development funds from the government which was not sufficient.

4.4.2 Influence of technical skills on completions of infrastructure projects

Availability of technical skills influences completions of infrastructure as shown below in table 4.8

Table 4.8 Influence of technical skills on completions of infrastructure projects

Item	response	frequency	Percentage (%)
There are sufficient expert contractors to complete infrastructure projects	SA	25	8
	A	90	30
	N	10	3
	D	145	48
	SD	35	11
There is expert planning ,monitoring and evaluation of infrastructure project	SA	4	1
	A	8	3
	N	35	11
	D	206	68
	SD	52	17
There are sufficient experts to repair and maintain infrastructure	SA	40	13
	A	70	23
	N	18	6
	D	163	53
	SD	14	5
Technical expert are required for completion of infrastructure projects	SA	110	36
	A	175	57
	N	12	4
	D	4	1
	SD	4	1

Based on the findings on table 4.8 a higher percentages of respondents (48%) Disagreed that there were sufficient expert contractors on completion of infrastructure .The respondents commented that most contractors engaged in many project at a time therefore not completing projects on time. Most respondents (68%) disagreed that there was expert planning, monitoring, and evaluations of infrastructure projects.

Most respondents commented that managements committees and managers needed to be trained on planning monitoring and evaluating of infrastructure projects. A higher percentage of the respondents (57%) Agreed and 36 % strongly agreed that experts were required for completions of infrastructure projects

The respondents commented that there was need for expert planning, implementation, monitoring and evaluations to ensure successful completions of infrastructure projects in public youth polytechnics .53% of the respondents disagree that there were sufficient to repair and maintain infrastructure in youth polytechnics

4.4.3 Influence of stakeholder participation on completions of infrastructure projects

The respondents opinion on stakeholder participation on completion of infrastructure projects were as shown in table 4.9

Table 4.9 Influence of stakeholder participation on completions of infrastructure projects

Item	response	frequency	Percentage (%)
Stakeholders are involved in completions of infrastructure projects	SA	84	28
	A	108	35
	N	3	1
	D	63	21
	SD	47	15
Stakeholders hold regular meeting on completions of infrastructure projects	SA	49	16
	A	185	61
	N	10	3
	D	33	11
	SD	28	9
Stakeholders are involved in identifications of infrastructure projects	SA	175	57
	A	110	36
	N	3	1
	D	12	4
	SD	5	2
Stakeholders provide man power for completions of infrastructure projects	SA	18	6
	A	78	26
	N	6	2
	D	170	56
	SD	33	11
Stakeholders have a sense of ownership towards completions of infrastructure projects	SA	114	37
	A	95	31
	N	17	6
	D	79	26
	SD	0	0

The findings in table 4.9 shows that majority of the respondents (61%) agreed that stakeholders hold regular meetings on completions of infrastructure. While giving their own opinion on holding of regular meetings, the respondents mentioned that stakeholders normally attend annual general meetings, parents meetings, BOM meetings, and staff meeting where the agenda included infrastructure projects .Most respondents (35%) agreed and 28 % strongly agreed that stakeholders are involved in completion of infrastructure projects.

Instructors for departments like carpentry and joinery, mechanics, wiring, welding, pipe fitting and plumbing, participated in completion of infrastructure projects .The management committees, community, parents provided a pool of ideas on completion of infrastructure .Most of the respondents (37%) strongly agreed and 31% agreed that stakeholders have a sense of ownership towards completion of infrastructure projects. Most respondents (35%)strongly agreed and 31 % agreed that stakeholders have a sense of ownership towards the completions of infrastructure projects.

Most respondents (35%) agreed and 28% strongly agreed that stakeholders are involved in completion of infrastructure projects .Instructors for department like welding, carpentry and joinery, masonry, plumbing and pipe fitting, wiring participated in completions of infrastructure projects, the managements committee, community, and parents provided a pool of ideas on a completion of infrastructure.

4.4.4 Influence of availability of monitoring and evaluation systems on completion of infrastructure projects

The respondents responded to questions on availability of monitoring and evaluating systems as shown in table 4.10

Table 4.10 influence of availability and monitoring and evaluation systems on completion of infrastructure projects

Item	response	frequency	Percentage (%)
You are involved in SA preparation of monitoring and evaluation tools	SA	15	5
	A	38	12
	N	5	2
	D	145	48
	SD	101	33
Budget on completion of infrastructure is available and adhered to	SA	11	4
	A	80	26
	N	15	5
	D	155	51
	SD	44	14
Strategic plan on infrastructure is available and adhered to	SA	0	0
	A	10	3
	N	5	2
	D	211	69
	SD	79	26
Logical framework on completion of infrastructure is available and adhered to	SA	0	0
	A	20	7
	N	15	5
	D	180	59
	SD	90	30
Audit on completion of infrastructure is done	SA	30	10
	A	105	34
	N	5	2
	D	140	46
	SD	25	8

From the findings in table 4.10, 48% of respondents disagree and 33% strongly disagreed that they were involved in preparations of monitoring and evaluations tools ,51% of the respondents disagreed that budget on completions of infrastructure was available and adhered to. Most of the respondents suggested that availability of funds mostly influence preparations and adherences to the budgets .Most of the respondents 69% disagreed that strategic plan on infrastructure was available and adhered to. Most respondents gave their own opinion that they did not have strategic plan on their youth polytechnics .Response in audit of completion of infrastructure indicated that majority of the respondents 46% disagreed that audit reports were not available

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of research findings, discussions, and conclusions, recommendations for successful completion of infrastructure projects in public youth polytechnics and suggestions for further research

5.2 Summary of the findings

This section of this chapter gives the strength of each factor and the perceptions of the respondent. The study indicated there was a very good questionnaire return rate of 95% .The study indicated that most of the respondents were male comprising of 61% of the responses while the female respondents were 39% .Majority of the respondents were in middle age with 21- 31 years of age and 32-41 of years comprising 38% and 33% of the respondents respectively. The study indicated that there was no lady BOM chairperson. 34% strongly agreed of the respondents were involved in completions of infrastructure, managers and students were involved in completions of infrastructure projects in public youth polytechnics in Bomet County. The study found out that the infrastructure projects were not responsive to the technological changes with 35% of respondents strongly disagreeing and 53% disagreeing was found out that infrastructure were not upgraded, secured and insured since 57% disagreed and 36% strongly disagreed as shown table 4.6.

The research findings showed that 65 % of the respondents strongly disagreed to the statements that there were sufficient funds for training and consultancy service on completion of infrastructure. The findings indicated that technical expert are required for completions of infrastructure projects with 57% of respondent agreeing and 36% strongly agreeing to the statement as shown in table 4.8 .

Stakeholders participated on completion of infrastructure projects as indicate in table 4.9 with 61% of the respondents agreeing to the statement.

5.3 Conclusions

The following conclusions were made based on the study;

Budgetary provisions for developing and upgrading infrastructure in public youth polytechnic is needed .This will allow school leavers gain access to technical, entrepreneurial and business skills.

Since the youth are the backbone to development, all of them should be assisted to get technical and entrepreneurial skills, this can be done using youth polytechnics .There is no harm in providing technical skills to a youth who is proceeding with 8-4-4 system of education.

The county government need qualified personnel like tailors, mechanics, carpentry ,hairdressing ,welders, plumbers ,food technologist ,ICT experts and masons who are trained in youth polytechnic therefore there is need to ensure that infrastructure are completed to allow high enrollment of youth in youth polytechnic to improve the leaving standards of the residence of Bomet county .

Good leadership of the project team enhances proper and quick project completion. Developments of budgets, strategic plan and logical framework and adherence to the same assist in completions of infrastructure.

5.4 Recommendations

The following recommendations were suggested based on the study.

There was need to allocate funds for training and consultancy services in completions of infrastructure in public youth polytechnic in Bomet County. Allocations of sufficient funds for completions of projects, monitoring and evaluations of projects, involving expert contractors on completions of infrastructure .No respondents strongly agreed or agreed that there was sufficient funds for completions. There is need to allocate funds to train instructors, managers and BOM of youth polytechnics on completion of infrastructure, since most instructors are technical experts. Qualified contractors should be involved in completion of infrastructure, planning monitoring and evaluations of infrastructure.

Management and presence of the County government in YPS is important to assist in training on income generating activities like greenhouses and fishpond, sufficient training of trainees to allow them participate in contracts, assist the YPS in sourcing funds.

Guidelines to motivate the private sector to assist in funding should be encouraged by the County governments of Bomet. Employment of trained managers and instructors by the county governments will assist greatly in completions of infrastructure.

There is need for the county government to have a clear policy and regulatory framework that guide planning administration and management roles of difference stakeholders. There is need to develop clear institutional framework on which management committees operate.

5.5 Suggestions for further study

The study contributed significantly to the body of literature on factors influencing completion of infrastructure in public youth polytechnics in Bomet County. The study established existing links between availability of funds, availability of technical skills, stakeholders participation, availability monitoring and evaluations tools with completion of infrastructure projects in public youth polytechnic in Bomet county.

Further research is recommended to be carried out on factors influencing participations of stakeholders on completions of infrastructure projects.

In addition influence of monitoring and evaluations tools on completions of infrastructure projects in public youth polytechnics in Bomet County should be done to establish ways of strengthening monitoring and evaluations of projects implementation and completion.

Furthermore similar studies should be carried out in other parts of the country focusing on factors influencing completion of infrastructure projects in public youth polytechnics.

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APPENDIX I: Morgan's table for determining sample size from a given population.

Population size	Sample size	Population size	Sample size
10	10	300	169
20	19	400	196
30	28	1500	306
40	35	2000	322
50	44	3000	341
60	52	4000	351
70	59	5000	357
80	66	6000	361
90	73	7000	364
100	80	10000	370
150	108	20000	377
200	132	50000	381
250	162	100000	384

Source; R.V Krejcie and Morgan

APPENDIX 1I: LETTER OF TRANSMITTAL

CHELANGAT KOSGE JACKLINE

P.O BOX 158,

BOMET.

PHONE NO: 0722851061

9TH March, 2015.

**THE DIRECTOR FOR VOCATIONAL AND YOUTH TRAINING,
BOMET COUNTY,
P.O BOX 19-20400,
BOMET.**

Dear Sir/Madam,

RE: REQUEST FOR STUDY DATA COLLECTION

I am a student of university of Nairobi pursuing a master's degree in project learning and management. I would like to carry out a study on factors influencing implementation of infrastructure projects in public youth polytechnics in Bomet County in partial fulfillment of the degree.

I have prepared a questionnaire to assist me collect the data .The trainees, instructors, managers and B.O.M chairpersons will be my respondents. I kindly seek your authority to allow me collect data from these groups. The findings will be used only for academic purpose. They will also be made available to you upon your request.

Your assistance will be highly appreciated.

Thanks in advance.

Yours faithfully,

CHELANGAT KOSGE

APPENDIX III: QUESTIONNAIRE

I am a student undertaking masters' degree in the University of Nairobi. I am studying on factors influencing completion of infrastructure project in public youth polytechnics in Bomet County you have been identified as a respondent in this study .The information you give will assist in identifying means of successful completion of infrastructure projects.

The information in this questionnaire is meant for the study only. The information you give will be treated as confidential. Kindly respond to all the questions.

Your response will be very important and highly appreciated.

Section A: Demographic characteristics

Please tick appropriately using (√) in the boxes provided

1. Indicate your gender: Male Female

2. Indicate your age

a) 12-21 Years	<input type="checkbox"/>	d) 42 -51 Years	<input type="checkbox"/>
b) 22- 31 Years	<input type="checkbox"/>	e) 51 Years and above	<input type="checkbox"/>
c) 32 – 41 Years	<input type="checkbox"/>		

5. Indicate your highest level of education ;

a) University level	<input type="checkbox"/>	b) Middle level college	<input type="checkbox"/>
c) Secondary level	<input type="checkbox"/>	d) Primary level	<input type="checkbox"/>
e) None	<input type="checkbox"/>		

4. Indicate your marital status; a) Single b) Married

Section B

Please consider the statement and indicate your opinion by ticking (√) in the appropriate column

Key:

SA.....Strongly agree

A..... Agree

N.....Neutral

D.....Disagree

SD.....Strongly disagree

i). Completion of infrastructure projects in public youth polytechnic in Bomet County

SN		SA	A	N	D	SD
1	You are involved in Completion of infrastructure projects					
2	Completion of infrastructure projects is compliant with relevant building codes					
3	Infrastructure projects are responsive to the technological change					
4	Infrastructure gather for persons with special need					
5	Infrastructure are upgraded secured and insured					

In your own opinion briefly explain Completion of infrastructure projects in public youth polytechnics in Bomet County

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ii) Influence of availability of funds on completion of infrastructure projects in Bomet.

SN		SA	A	N	D	SD
1	There are sufficient funds for training and consultancy services on completion of infrastructure projects					
2	There are sufficient funds for completion of infrastructure projects					
3	There are sufficient funds for monitoring and evaluation of infrastructure projects					
4	There are sufficient funds for involving expert contractors on completion of infrastructure projects					

Give your own opinion on influence of availability of funds on completion of infrastructure projects

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iii) Influence of availability of technical skills on completion of infrastructure in public youth polytechnic in Bomet County.

SN		SA	A	N	D	SD
1	There are sufficient expert contractors to complete infrastructure projects					
2	There is expert planning monitoring and evaluation of infrastructure projects					
3	There are sufficient experts to repair and maintain infrastructure projects					
4	Technical experts are required for completion of infrastructure projects					

In your own opinion briefly explain the influence of availability of technical skills on completion of infrastructure projects in public youth polytechnics in Bomet County

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iv). Influence of stakeholder participation on completion of infrastructure projects

SN		SA	A	N	D	SD
1	Stakeholders are involved in completion of infrastructure projects					
2	Stakeholders regularly hold meetings on completion of infrastructure projects					
3	Stakeholders are involved in identification of infrastructure projects					
4	Stakeholders provide manpower for completion of infrastructure projects					
5	Stakeholders have a sense of ownership towards completion of infrastructure projects					

Give your own opinion on influence of stakeholder participation on completion of infrastructure projects

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V. Influence of availability of monitoring and evaluation systems on completion of infrastructure projects

SN		SA	A	N	D	SD
1	You are involved in preparation of infrastructure monitoring and evaluation tools					
2	Budget on completion of infrastructure is available and adhered to.					
3	Strategic plan on infrastructure is available and adhered to.					
4	Logical framework on completion of infrastructure is available and adhered to.					
5	Audit on completion of infrastructure is done					

Give your own opinion on influence of availability of monitoring and evaluation systems on completion of infrastructure projects

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APPENDIX IV: Work Plan

S. No	ACTIVITY	FROM	TO
1.	Statement of problem	12/12/13	24/12/14
2.	Meeting my supervisor	27/12/14	15/1/15
3.	Chapter one	16/1/15	2/2/15
4.	Chapter two	2/2/15	15/2/15
5.	Chapter three	17/2/15	28/2/15
6.	Meeting my supervisor	1/3/15	6/3/2015
7.	Defending the proposal	Mar, 2015	
9.	Collecting the data	Apr, 2015	
10.	Analyzing the data	May,2015	
14	Conclusion	May, 2015	
15	Printing work	1/6/2015	
16	Submitting research paper	10/6/2015	

APPENDIX V: Budget

S. No	Item/ Activity	Quantity	Unity price in Ksh.
1.	Laptop	1	35,000
2.	Research seminar	1	3, 000
3.	Printing papers	12	7,000
4.	Traveling		9, 000
5.	Books	3	6, 000
6.	Internet fee	8 months	4, 500
7.	Miscellaneous		6,000
8.	Total		64,500

APPENDIX VI: Enrollment of Bomet County public Youth Polytechnic.

Constituency	Polytechnic	Male	Female	Totals
Bomet central	Emkwen	59	24	83
	Solyot	34	18	52
Bomet east	Siwot	157	148	305
	Tegat	32	34	66
Chepalungu	Kabisoge	52	37	89
	Kapsabul	49	46	95
	Kaboson	48	39	87
Sotik	Ndanai	120	47	167
	Kaplong	159	72	231
	Komirmir	32	24	56
	Chebilat	31	8	39
	Kamungei	31	25	56
Konoin	Boito	30	65	95
	Siomo	20	36	56
	Seanin	27	32	59
	Kapsir	20	15	35
	Kaptein	27	18	45
	Total	928	688	1616

Source: Bomet County Director of Youth Training office records

APPENDIX VII: Bomet County public youth polytechnic teaching staff establishment profile

Sub county	s/no	Name of the YP	no of staff
Bomet central	1	Emkwen	10
	2	Soliot	3
Bomet east	3	Siwot	25
	4	Tegat	9
Chepalungu	5	Kabisoge	9
	6	Kapsabul	7
	7	Kaboson	7
Sotik	8	Ndanai	14
	9	Kaplong	14
	10	Komirmir	9
	11	Chebilat	8
	12	Kamung'ei	4
Konoin	13	Boito	8
	14	Siomo	5
	15	Seanin	8
	16	Kapsir	5
	17	Kaptien	6
Total no. of teaching staffs			151

Source: Bomet County Director of Youth Training office records