STAKEHOLDER PARTICIPATION PROCESS, LEADERSHIP STYLES AND PERFORMANCE OF BEEKEEPING PROJECTS: A CASE OF WOMEN BEEKEEPING GROUPS IN KAJIADO COUNTY-KENYA

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DECLARATION

This Thesis is my original work and has not been submitted for an award in any other University.

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DEDICATION

This Thesis is dedicated to my late parents; Joyce Wanjiku and Erastus Muya in recognition of the firm foundation they laid in my life and their devoted support and encouragement in my education.

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ABREVIATIONS AND ACRONYMS

ADB	African Development Bank
ALLPRO	Arid and semi-arid livestock Livelihoods Project
ANOVA	Analysis of variance
ASAL	Arid and Semi-arid Lands
CPM	Critical Path Method
G.A.A	German Agro Action
GOK	Government of Kenya
GRI	Global Reporting Initiative
ISO	International Organization for Standardization
KG	Kilogram
KJD	Kajiado
KPI	Key Performance Indicators
KSI	Key Success Indicators
NGO	Non-Governmental Organization
PERT	Programme Evaluation and Review Technique
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
PMO	Project Management Office
TFV	Transformation Flow Value
WBS	Work Breakdown Structure

ABSTRACT

Stakeholder participation process is associated with successful performance of projects. Involvement of stakeholders or lack of it in a project can positively or negatively influence project performance. Stakeholder participation process is a six step process involving information sharing; learning; project joint assessments; shared decision making; collaboration and stakeholder empowerment. The purpose of this study was to determine the influence of stakeholder participation process and leadership styles on performance of beekeeping projects. The specific objectives of the study were to determine how stakeholder participation in information sharing influences performance of beekeeping projects; assess how stakeholder participation in learning influences performance of the projects; establish in what ways stakeholder participation in joint assessments of projects influences performance of beekeeping projects; determine how stakeholder participation in shared decision making influences performance of beekeeping projects; investigate the extent to which stakeholder participation in stakeholder empowerment influences performance of beekeeping projects and determine the moderating influence by project leadership styles, in stakeholder participation process and beekeeping performance. Descriptive survey, cross-sectional and correlational research designs were used in a mixed method research approach. Quantitative data was collected through open and crossed-ended questionnaires while qualitative data was collected through an interview guide, observation and focus group discussions. Research instruments were pilot tested for validity through content- related, construct and face validity. Reliability was tested using Alpha coefficient (Cronbach alpha) giving positive results at above o.6 alpha value. A sample size of two hundred and seventy two (272) respondents was drawn from a target population of eight hundred and forty five (845) women drawn from forty two (42) registered women beekeeping groups and five key informants in Kajiado County. Regression models and correlation were used to analyse inferential data while non-parametric tests were used to test hypotheses in the study. Qualitative data was analysed using content analysis, categorization into themes, narrations of respondents' quotations and verbatim explanations. The findings were presented in distribution tables and narrative excerpts. The study established that taking all factors into account, the performance of beekeeping projects was at 1.31 increase in performance; and that taking all other independent variables at zero, a unit increase in the stakeholder participation in leadership was at 0.77 increase in performance of beekeeping projects; while at 5% level of significance and 95% level of confidence, the stakeholder participation in leadership showed 0.015 level of significance. The results indicated that the variables were significant ($p<0.05$) concluding that the stakeholder participation process and leadership styles influenced performance of beekeeping projects. It was therefore recommended that since the aim in Project Planning and Management is to achieve maximum project performance, Project Managers and Extension Officers undertaking beekeeping projects should incorporate a stakeholder participation process in their projects in order to achieve maximum project performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Traditional beekeeping has been practiced over a long time all over the world. Many communities kept honeybee colonies using baskets, pots, gourds, logs and rock crevices as beehives; while other communities were honey hunters. The enterprise did not receive sufficient attention in the past (Matami, 2008). Recently beekeeping has been promoted widely in many countries as a major rural development engine (Bees for development 2000). Not only does the practice of beekeeping has intrinsic health benefits through provision of a food source of great nutritional value; but it also requires relatively few inputs and capitalizes on a readily supply of pollen and nectar from crops the honeybees pollinate. Beekeeping is therefore, emerging as a very important agricultural practice for rural areas in African countries mainly due to the economic benefits derived from its products. However, Nightingale (2006) stated that the traditional methods of farming honeybees have overtime made the management and utilization of honeybees not viable, necessitating introduction of modern methods of beekeeping.

Modern beekeeping in Europe emerged about the 18th century when European understanding of bee colonies and their biology made it possible to construct movable comb hives so that honey could be harvested without destroying the entire colony (Crane, 1999). According to Crane (1999) these methods were perfected in Northern America where the European honeybee was being reared by immigrants from Europe. However, beekeepers in Continental Africa continued to practice tradition beekeeping methodologies hence have the longest history of traditional

beekeeping techniques. Honey hunting and use of traditional beehives are still thriving in many countries of Africa. Nevertheless, this situation is slowly changing in a number of African countries. For example in Uganda, honey, beeswax, propolis, royal jelly and bee venom are major financial products (Karealem, et al, 2007) with pollination as the major biodiversity benefits of Beekeeping practices (Delaplane, et al, 2008).

Beekeeping in Kenya is as old as its history and has always been a predominantly male occupation (Paterson, 2006). Paterson explains that culturally, beekeeping had been generally considered to be an exclusively male domain and male beekeepers sometimes even objected to women becoming beekeepers. There were a number of practical constraints that hindered women from participating in this economic activity. First, handling traditional log hives required physical strength which in many cases was limited in women. Two, it was often necessary to climb trees where hives were hung to harvest honey hence it was difficult for women to climb trees. Harvesting honey from traditional beehives also required long absences from home, which conflicted with women domestic chores. Beekeeping in its traditional context had therefore, not been considered suitable for women because of these modesty reasons.

In a report by the Government of Kenya (Gok, 2004) it was reported that the beekeeping enterprise had limited value addition due to minimal involvement in farmer participation on technological and market development initiatives in beekeeping. The same report indicated that the low priority given to beekeeping sub- sector had also affected the scale of productivity of beekeeping. It was therefore necessary to explore ways to encourage women engagement in the

beekeeping sub-sector as a means of alleviating rural poverty. It is within this context that an opportunity for women to participate in the honey value chain was recommended. This opportunity would be achieved by introducing modern top bar hives as an appropriate beekeeping technology for women. This is because the hives require less physical activity and can be installed closer to homes (Kigatiira, 1979). According to the Gok (2004) report, the other element of the intervention focused on the empowerment of women with appropriate beekeeping equipment and supporting the creation of women groups within associations. The reason for encouraging women to work in groups was because modern beehives require intensive monitoring and management. Moreover, the high cost of the implementation of the technology was less affordable for individual group members.

Beekeeping industry provides incomes to beekeepers and persons employed formally in manufacturing equipment required for processing and packaging hive products. The industry contributes to creation of employment in confectionery, pharmaceutical, brewing, cosmetics industries and other service providers such as retailers, transporters and suppliers of packaging materials (Gitonga, 2010). Honey is itself an important food component in nutrition as a source of energy, protein, vitamins, minerals and amino acids. It is therefore important to engage stakeholders in beekeeping in order to improve honey and beeswax production.

1.1.1 Commercial Beekeeping in Kenya

Commercial beekeeping in Kenya was introduced in the year 1967 (Patterson, 2006). This was made possible through a grant of 8,000 sterling pounds by the British Government through the

Global aid and Development Charity, Oxfam International (Gok, 2004). This grant was used to carry out a feasibility study to determine the viability of beekeeping as an enterprise, especially in the semi-arid areas of the country. On the basis of the feasibility study carried out, the Kenya government requested for a bilateral assistance from the Canadian Government to establish a beekeeping section within the Ministry of Agriculture in 1971. The mandate of the Beekeeping section was to develop a viable commercial beekeeping industry through training, research, equipment design, development and promotion of markets through establishment of cooperatives and honey refineries (Evans and Edward, 2003). A National Beekeeping Station was therefore established in 1982 to effectively implement this mandate. Overtime the Beekeeping section has grown into a division within the department of livestock production in the Ministry of Agriculture. According to Evan *et,al* (2003) the introduction of structural adjustment programmes in the 1980s liberalized the agricultural sector and encouraged stakeholders to participate in the development of beekeeping industry. The Beekeeping practice in Kenya has progressively become a very important economic activity for most rural households as documented by Chikati (2011). This is particularly so in the semi-arid areas where crop Agriculture is not sustainable due to insufficient and irregular rainfall.

Kenya has an annual estimated honey and beeswax production potential of about 100,000 and 10,000 metric tonnes of honey and beeswax respectively (Mbae, 2012). Despite this huge potential the country has been unable to meet its current local market demand for honey and beeswax. The national honey and beeswax production is currently estimated at 14,653 tonnes of honey and 140 metric tonnes of beeswax valued at Kshs 4.43 billion per annum (Mbae, 2012).

There are therefore huge opportunities for expansion and growth of beekeeping industry particularly involving women and youth that needs to be exploited.

There are, however, constraints that still need to be addressed in order to further develop the beekeeping industry and increase its production in Kenya (Muriuki 2010; Matami, 2008). The promotion of beekeeping as an economic enterprise has experienced several challenges key among them being insufficient stakeholder participation (Chikati, 2011; Muya, Gakuu, Keiyoro, 2018). Freeman, (1990) stated that stakeholders participation could play a critical role in contributing to increased production in beekeeping industry which contributes to a sustainable development of a country, conservation and management of natural resources. According to Chikati (2011), stakeholder participation could facilitate the formulation of viable framework that continuously enhances the development of the industry, and improve production. This production could be achieved through addressing issues that enhance production of hive products such as involving stakeholders in improving apiary management, improving forage and enhancing bee populations. Friedman (2006) stated that stakeholder participation could play a pivotal role in addressing marketing and value addition challenges. This could also facilitate the development of market infrastructure; address cost of beekeeping equipment; promote hive product processing; enhance safety regulation mechanisms for high quality hive products and address poverty alleviation by offering alternative income generating opportunities.

1.1.2 Women Beekeeping in Kajiado County

Kajiado County covers an area of 21,901km^2 and lies within the semi-arid areas of Kenya which are considered high potential for beekeeping (Muriuki, 2010). The County is located in Rift Valley region and borders Narok County to the West; Nakuru, Kiambu and Nairobi Counties to the North; Machakos, Makueni and Taita-Taveta Counties to the East; and Tanzania to the South.

The County is semi-arid and experiences temperature ranges between 20 – 30°C and 500mm to 1,250mm per annum of rainfall (Muriuki (2010). It enjoys two wet seasons, the 'short rains' between October and December and the 'long rains' between March and May. Most of the land is covered by grass and shrubs forming shrub vegetation with acacia species of plants being the most prevalent. This type of vegetation is favourable for beekeeping because of the favourable plant species (Kigatiira, 2006). Land is mainly used for livestock rearing. There is, however, a significant change in land use in the urban areas where industrial and commercial use is gaining momentum. Only 16% (3,468.4 km2) of the total county land is arable, with the average land holding size being approximately nine (9) hectares (ha) on small scale and seventy (70) ha on large scale (Mbae, 2012). The majority of the people living here are the Maasai.

The main economic activity among the Maasai people in Kajiado County is pastoralism. However, the beekeeping enterprise has recently become important for this community known for the importance they have attached to their cattle for many generations. The recurrent droughts have left the Maasai people with little alternative but to diversify their economic

activities through the introduction of women beekeeping projects. Mbae (2012) noted that when modern hives were initially introduced in the Maasai land, the honey harvesters had to brave the angry bees without any protective clothing but by having modern harvesting equipment, they now harvest conveniently and obtain more honey. Culturally, in the Maasai community, men dominate women in other enterprises but beekeeping is empowering women because the enterprise is easy and cheap to handle and women do not have other alternative economic occupation as opposed to their men who are mainly occupied with herding the animals (Mbae, 2012). The introduction of modern hives has also by the nature of their management, been beneficial to the Maasai community by conserving the environment around them. Empowerment of women with appropriate beekeeping equipment and supporting the creation of women groups has therefore been readily accepted by the women beekeepers as opposed to men (GOK, 2010). The reason for encouraging women to work in groups is because modern beehives require intensive monitoring, management and marketing, which is easier and better organised in groups.

1.1.3 Performance of Beekeeping Projects

Performance of Beekeeping Projects in the context of this study refers to the accomplishment of a given beekeeping project measured against pre-set standards of accuracy, completeness, cost, and speed (Kratz, 2010). Kratz (2010) also stated that a Project Management team commences a project with the aim of ensuring that it will achieve its goals and objectives. Performance was therefore identified as the ultimate dependent variable on women beekeeping projects. Successful project performance is generally achieved if it comes in on-schedule described as time criterion; comes in on-budget explained as monetary criterion; achieves basically all the

goals originally set for it described as effectiveness criterion and is accepted and used by the clients for whom the project is intended explained as client , it was recommended that since the aim in Project Planning and Management is to achieve maximum project performance, it is necessary that Project Managers and Extension Officers who undertake beekeeping projects incorporate a stakeholder participation process in their planning in order to achieve maximum project performance.

Satisfaction criterion (Slevin, and Hart (2018*)*. The performance of beekeeping projects therefore depends on the willingness of the communities to be involved in the project participation process. Key performance indicators or key success indicators help a project define and measure performance progress toward its goals. In this study the key performance indicators were beekeeping project profitability measured in terms of increased incomes derived from the project; sustainability of the project; quality and quantity in terms of percentage increase of amount of honey produced from the project and increased percentage in the income levels of the project beneficiaries.

1.1.4 Stakeholder Participation Process

Stakeholder participation process has six consecutive levels which include information sharing as the first level, then listening and learning; joint assessments; collaboration; shared decision making and stakeholder empowerment as the last level of the process (World Bank Participation Sourcebook, 1995). The first three levels of information-sharing, listening and learning and joint assessment constitute consultation, rather than participation as such. These three levels might be

considered as prerequisites for participation. The next three levels, shared decision-making, collaboration and empowerment constitutes progressively deeper and more meaningful levels of participation (Calderon, et. al., 2013). As one moves from “shallower” to “deeper” levels of participation, stakeholders get greater influence and control over project decisions, actions and resources.

Information sharing is the first level in stakeholder participation process and constitutes consultation rather than participation. It is the first independent variable in this study. Bahreldin I.Z. (2011) and World Bank Source Book (1995) described information sharing as the involvement in dissemination of documents, public meetings, and seminars to make stakeholders aware. Information sharing in this study was used to describe the exchange of data between various women beekeeping projects, stakeholders and technologies.

The second level in the stakeholder participation process is listening and learning and is the second independent variable in this study. This level includes activities like field visits to the stakeholders, interviews and consultative meetings (Bahreldin *et.a*l, 2011). It is a consultative stage. In the women beekeeping projects in this study learning was considered as improving activities in the projects through continuous learning processes and the knowledge being used during the project cycle for better project performance.

The third level in the participation process involves participatory needs assessments, beneficiary needs assessments, feasibility studies, and appraisals. These are important activities in the project

life cycle. According to Mackay (2006) an assessment system may involve information gathering, participatory needs assessments, beneficially assessments, synthesis, reflection, and reporting processes; along with the necessary supporting conditions and capacities required for the outputs of assessments to make valuable contributions for decision making.

Collaboration and shared decision making are the fourth and fifth levels in the participation process. In this study collaboration referred to joint committees or working groups while shared decision-making referred to public review of draft documents, participatory project planning and workshops to identify priorities and resolve conflicts. According to Crawford (2006) stakeholder power is defined as stakeholder's actual ability to influence the project and stakeholder influence is defined as the extent to which a stakeholder is able to act on project operations and therefore affect project outcomes by influencing the decision making process.

Stakeholder empowerment is the sixth level of the participation process. It is considered as a variable in the process of enabling an individual to think, behave, take action, control work and make decisions in an autonomous way. Empowerment is the sixth and the last step in the participation process (ADB, 1995). It includes capacity-building activities and self-management support for stakeholder initiatives. As the final level it shows stakeholders control or empowerment where the community is given the power to decide through an all-inclusive process such as voting.

1.1.5 Project Leadership Styles

Leadership in this study was considered as having very significant contributory effects on the relationship between the independent and dependent variables, stakeholder participation process and beekeeping performance. Leadership is the ability of a manager to influence the thoughts and behavior of stakeholders towards the accomplishments of some goals (Robert, 2010). It is an important aspect of planning and management and the ability to lead is one of the keys to an effective manager or management in a project. This study considered leadership styles as important aspects of project leadership. Project managers are mostly inclined to use Transactional style of leadership which focuses on the basic management process of controlling, organizing, and planning (Robert, 2010). Transaction leadership style involves motivating and directing followers primarily through appealing to their own self-interests. These styles include the autocratic style (authority centered on the leader), participative style (democratic group members approach), and the laisser faire style (leader exercises little control or influence). Transformational leadership on the other hand is all about creating high performance workforce to inspire project members to go beyond their task requirements (Naidoo, 2011).

1.2 Statement of the Problem

Empowerment of women beekeepers in Kajiado County was enhanced through introduction of an Arid and Semi-Arid Lands (ASAL) based Livestock and Rural Livelihoods Support Project (ALLPRO) being undertaken by the Ministry of Agriculture, Livestock Development and Fisheries in Kajiado County. Women beekeeping projects/groups have been formed in the county to engage women in beekeeping with the ultimate goal of raising their economic and

living standards . However, an evaluation of the resultant status of these projects gave a relatively low honey production level of 15-20kg/ hive per annum as opposed to the recommended production level of 30kg -40kg/hive per year (GOK, 2010). It was not clear which factors influenced this poor performance of the projects. The Ministry however contemplated that one of the key factors was due to lack of adequate stakeholder involvement as suggested in the Government of Kenya report (GOK, 2010). Based on this information, it was therefore justified to study the influence of stakeholder participation process on performance of beekeeping projects to confirm whether stakeholder participation process has any influence on the performance of the beekeeping projects.

Further, as indicated in the background to this study, the beekeeping industry has potential for earning substantial foreign exchange and transforming the living standards of rural Kenyans. The background information indicated the important roles that stakeholder participation plays and benefits project performance. But according to the report by the Government of Kenya (2010), the beekeeping industry was faced with various challenges key among them insufficient stakeholder participation in beekeeping projects. The report stated that many beekeeping projects had been introduced directly to the farmers without enough stakeholder participation and this according to the report could be the problem why beekeeping projects were not performing satisfactorily, hence the low production and quality of honey (GOK, 2010). The same report recommended that studies be carried out to determine how best stakeholders could be involved to participate fully in the beekeeping industry in order to increase honey and beeswax production hence improve the community livelihoods.

Studies in beekeeping stakeholder participation in Kenya appeared not to have involved stakeholders in the participation process. For example, the study carried out by Muriuki (2010) on adoption of beekeeping technologies in arid and semi-arid lands in Kenya noted that there was significant relationship between stakeholder participation, beekeeping practices and project performance. However, there was no mention of stakeholders through the participation process to enhance full participation. Another study by Mburu (2015) studied the factors influencing women empowerment among beekeepers in Kitui County, Kenya. The study concluded that adoption of modern technologies among rural households increased women participation and empowerment. The study did not mention stakeholders participation process.

From the foregoing information and recent studies carried out (Muriuki, (2010) and Mburu, (2015) it was clear that although stakeholder participation was generally believed to have an influence on performance of beekeeping projects, there was little documented evidence in literature that showed influences of stakeholder participation process on performance of beekeeping projects. The introduction of women beekeeping projects in Kajiado County therefore, presented a good opportunity to study the influences of stakeholder participation in women beekeeping projects. This opportunity would also help to explore ways to increase beekeeping production and therefore encourage women engagement in the beekeeping sub-sector as a means of alleviating rural poverty. Stakeholder participation process could be the key to improved project performance and therefore increased beekeeping products, honey and beeswax and improved livelihoods. It was against this background that this study was undertaken.

1.3 Purpose of the Study

The purpose of this study was therefore to determine the influence of stakeholder participation process in women beekeeping projects in Kajiado County, Kenya. The study laid emphasis on the process of stakeholder participation which included stakeholder information sharing; learning; project joint assessment; decision making and stakeholder empowerment. The influence of Leadership styles as a moderating variable on both the dependent and independent variables was studied.

1.4 Objectives of the Study

The main objective of this study was to determine the influence of stakeholder participation process in women beekeeping projects in Kajiado County, while the specific objectives were to:

1. Determine how stakeholder participation in information sharing influences performance of women beekeeping projects in Kajiado County.
2. Assess how stakeholder participation in learning influences performance of women beekeeping projects in Kajiado County.
3. Establish how stakeholder participation in joint assessments of projects influences performance of women beekeeping projects in Kajiado County.
4. Determine how stakeholder participation in shared decision making influences performance of women beekeeping projects in Kajiado County.
5. Establish the extent to which stakeholder participation in stakeholder empowerment influences performance of women beekeeping projects in Kajiado County.

6. Establish how stakeholder involvement in the entire participation process influences performance of women beekeeping projects in Kajiado County.
7. Determine how project leadership styles as moderating variable influence the relationship between stakeholder participation process and performance of women beekeeping projects in Kajiado County.

1.5 Research Questions

1. How does stakeholder participation in information sharing influence performance of women beekeeping projects in Kajiado County?
2. How does stakeholder participation in learning influence performance of women beekeeping projects in Kajiado County?
3. How does stakeholder participation in joint assessments influence performance of women beekeeping projects in Kajiado County?
4. How does stakeholder participation in collaboration and shared decision making influence performance of women beekeeping projects in Kajiado County?
5. How does stakeholder participation in empowerment influence performance of beekeeping projects in Kajiado County?
6. How does stakeholder involvement in the entire participation process influence performance of women beekeeping projects in Kajiado County?
7. How do leadership styles influence stakeholder participation process and performance of beekeeping projects?

1.6 Research Hypotheses

The following null hypotheses were tested at 95% confidence interval. The hypotheses were stated in null form.

Ho_1 =There is no influence of information sharing on performance of beekeeping projects.

Ho_2 =There is no influence of learning on performance of beekeeping projects.

Ho_3 =There is no influence of project joint assessments on performance of beekeeping projects.

Ho_4 = There is no influence of shared decision making on performance of beekeeping projects.

Ho_5 = There is no influence of stakeholder empowerment on performance of beekeeping projects.

Ho_6 = There is no influence of the participation process on performance of women beekeeping projects in Kajiado County?

Ho_7 = There is no influence between leadership styles, stakeholder participation process and performance of beekeeping projects.

1.7 Significance of the Study

The findings of this study presented a body of new knowledge as it determined how stakeholder participation process influences project performance. This knowledge would be useful for researchers and extension officers in project planning and management and apiculture fields. Further, the study generated findings of interest to policy makers and analysts in Kenya and globally; and may be useful for the relevant government ministries and agencies involved in management of resource development and agriculture. In the broader scale the findings would be useful to project managers and extension personnel engaged in efforts to increase production and

wealth in beekeeping industry; and those dealing with stakeholder participation in their projects. While the findings may not be perfectly generalized to the whole country, they were expected to be useful to researchers interested in the study of influences of stakeholder participation process in the project cycle and performance of beekeeping projects, located in other regions across the country.

1.8 Delimitation of the Study

This study was designed to determine the influence of stakeholder participation process on performance of women beekeeping projects. The scope of the study was delimited to women beekeeping projects where special focus was on women beekeeping groups in Kajiado County of Kenya and where ASAL based ALLPRO projects had been introduced. It was delimited to collecting information and all other data from the women beekeeping farmers and key informants in the industry on stakeholder participation process, project leadership styles and beekeeping projects performance. Kajiado County was relevant for the data required as it was a good representative of semi-arid areas, which were considered high potential for beekeeping. The study was also delimited to the study on the available literature on stakeholder participation process, project leadership and performance of beekeeping projects.

1.9 Limitations of the Study

The main limitation of the study was its inability to include a large number of beekeeping farmers due to resource limitation. The limitation was overcome by focusing on beekeeping projects within specific registered women beekeeping groups in the Kajiado County ALLPRO

projects. The study would have covered more beekeeping projects across all counties to provide for a more broad based analysis, but resources were limiting. The researcher also encountered other challenges such as non-cooperation with women who practised beekeeping; as many of them were illiterate to semi-illiterate and found it difficult to answer some questions and fill in the questionnaires. Language barrier was also a limiting factor because many of the respondents were communicating in their local languages. However, the researcher trained and engaged local interpreters who were able to interpret English into the local language and was then able to convince the respondents to answer all questions and fill the questionnaires. Furthermore, respondents felt that the information they gave could be used to portray negative images of their approach or be used for competition purposes. The researcher in this case assured the respondents of privacy measures that the findings would be accorded and that it would be used only for academic purposes.

1.10 Assumptions of the Study

The study assumed that the respondents were responsive as respondents. It was further assumed that the respondents were available to answer the questions put to them in the questionnaires, interview guides and focus group discussions. The study assumed that the data collection instruments measured the desired constructs; and that the respondents were available, understood and answered the questions correctly and truthfully. It was assumed that the selected sample was an appropriate representative of the entire population of women beekeeping projects in Kajiado County. In reference to the administration of the questionnaire, it was assumed that the

respondents had no problem in interpretation of the questions in the questionnaires and that they were guided by the research team that was trained and that they responded appropriately.

1.11 Definitions of Significant Terms Used in the Study

Beekeeping Project Performance: Refers to the accomplishment of the beekeeping projects measured against pre-set standards of accuracy, completeness, cost, time taken to complete the project, quality of honey produced, revenue from sales of honey, sustainability of the project and stakeholders satisfaction.

Beekeeping: In this study beekeeping refers to a commercial undertaking of rearing honeybees for its products, honey and beeswax.

Information sharing: Refers to the exchange of data and information between the project management, extension officers, and the women beekeepers.

Key performance indicators (KSI): Refers to key success indicators (KSI) that help a project define and measure performance progress toward its goals

Learning: Refers to the process of listening, acquiring, creating and transferring knowledge and modifying behavior to reflect new knowledge and insights into the women beekeeping projects.

Project joint assessments: Refers to the beekeeping projects information gathering, participatory needs assessments, beneficially assessments and synthesis, reflection, and reporting processes in the projects

Project Leadership: Refers to the ability of the top management to influence people so that they will strive towards the achievement of their beekeeping project goals in terms of honey quality improvement, enhanced production of honey and increased incomes.

Shared decision making: Refers to the involvement and sharing of the stakeholders in all decision making processes throughout the project cycle.

Stakeholder empowerment: Refers to the process of enabling the individual beekeepers to think, behave, take action, control work and make decisions in an autonomous way. Empowerment allows stakeholders to work independently and become creative hence bringing in innovative culture in the women beekeeping project output.

Stakeholder participation process: Refers to the process of stakeholder participation which includes six steps- information sharing; listening and learning; project joint assessments; shared decision making and stakeholder empowerment.

Stakeholder Participation: Refers to **t**he active involvement of the key stakeholders in the women beekeeping projects.

Stakeholders: Refers to the people who will be directly or indirectly, positively or negatively affected by the outcomes of the women beekeeping projects**.**

1.12 Organization of the Study

The study was organized into five chapters. Chapter one introduces the background of the study, the statement of the problem and describes the specific problems addressed through researchable objectives and questions while giving an outline of the whole study. Chapter two presents a review of literature regarding stakeholder participation process, the project leadership and project performance; and relevant research associated with the problem being addressed in the study. It also gives a theoretical approach in relation to the study. Chapter three presents research methodology entailing research design, target population, sample size and sampling procedure,

research instruments, pilot testing, validity and reliability of the instruments, data collection procedure, data analysis techniques and ethical considerations. Chapter four involves data analysis, presentation, interpretation and discussion of the findings while chapter five presents a summary of the findings, conclusions and recommendations drawn from the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review and research information related to stakeholder participation process, project leadership styles and project performance. The literature review summarized a diverse spectrum of knowledge about beekeeping project performance, stakeholder participation process and project leadership styles. The chapter was therefore structured into empirical, theoretical, and conceptual reviews.

2.2 Performance of Beekeeping Projects

Project performance has been described as the accomplishment of a given project measured against pre-set standards of accuracy, completeness, cost, and speed (Kratz, 2010). According to the PMBOK (2013), project management team commences a project with the aim of ensuring that it will achieve its goals and objectives. Performance is therefore, often identified as the ultimate dependent variable on projects. In this study the performance of beekeeping projects was measured in terms of timely completion, completion on budget, percentage increases in quality and kilograms of honey produced by the project.

Project performance seems to be driven by the belief that organizations will adopt project management only if it can be shown to generate value. Dai and Wells (2004) investigating project performance noted that there are two conceptions that dominate project performance - economic and pragmatic. He regarded project performance in terms of direct economic

contribution as the bottom line or the value core of the project. Ibbs, Reginato and Kwak (2004) noted that project performance is measured through economic indicators through such methods as return on investment. However, Thomas and Mullaly (2008) concluded that the clear demonstrations of project performance through return on investment are not easily accomplished because the project value is reduced exclusively to financial indicators which underestimate the major contributions that project management brings to project success such as innovation, empowerment process and people (Thomas, *et. al*., 2008). Pragmatic approach to project performance implies identifying success factors of the project from priority conditions that contribute to positive or desired results (Davies, 2004). In this case project performance is determined by the set process and how they conform to the management plan. Davies (2004) equates project performance to project success and concludes that project performance means project success.

In order to achieve the long-term goals Thomas, *et. al*., (2008) states that short-term performance objectives are normally established which drive the day-to-day operations of projects. Thus performance is the key to value creation in any project and is thus indispensable, and it is imperative that performance management be part of a project. Davies (2004) posits that performance management has four main components which include performance standards; meaning the establishment of project or system performance standards, goals, and indicators. Two, reporting of progress which talks about documentation and reporting of progress in meeting standards and targets; three, sharing of such information through feedback and four; quality improvement which is the establishment of a process to manage change and achieve

quality improvement in policies, or infrastructure based on performance standards, measurements and reports. (Riza, 2015) noted that performance management system is the continuous use of all the four practices, so that they are integrated into the projects core operations. Successful project performance would generally be achieved if it came in on-schedule, came in on-budget, achieved basically all the goals originally set for it and was accepted and used by the clients for whom the project was intended (Slevin,1995). The performance of beekeeping projects would therefore largely depend on the willingness of the community to involve themselves in the project participation process.

Key performance indicators or key success indicators (KSI) help a project define and measure performance progress toward its goals. Once a project has analysed its vision, mission, identified all its stakeholders, and defines its goals, it may require a way in which to measure progress toward those goals. Key performance indicators are quantifiable measurements, agreed to beforehand; that reflect the critical success factors of a project. They would differ depending on the project or an organization (Permenter, 2012). Some of these differences may appear in different ways, for example a business may have as one of its key performance indicators as the percentage of its income that comes from return customers. A school may focus its key performance indicators on graduation rates of its students. A customer service department may have as one of its key performance indicators, as percentage of customer calls answered in the first minute or a key performance indicator for a social service organization might be the number of clients assisted during the year. Whatever key performance indicators are selected, they must reflect the project goals; they must be key to its success; and they must be measurable (ADB,

2001). In this study the key performance indicators were the project outcomes of beekeeping project profitability, measured in terms of farmers increased incomes derived from the project; sustainability of the project; quality and quantity of the honey produced from the project and the change in income levels of the project beneficiaries.

2.3 Stakeholder Participation Process

Arnstein (1969) noted that there are different levels of participation while Bahreldin and Ariga (2011) stated that participation should be considered as a process involving stages or levels. Arnestein's (1969) recognised eight levels of stakeholder participation comprising manipulation, therapy, informing, consultation, placation, partnership, delegated power and citizen control. The first two levels are categorized as 'non-participation', where the public is not directly involved and may be manipulated into thinking they are part of decision making, where the power holders have created a phony form of participation, perhaps around a decision already made. At the first level there is manipulation where people are "educated" and may be advised to sign proposals they believe to be in their interest.

The second level of participation process is therapy, involving the power holders placating the people with promises of assistance to the citizens and having them engage in different activities where their opinions may be "cured", and in the end accepted by the citizens. The third, fourth and fifth levels are classified as 'tokenism' where the citizens become involved but only to a certain extent (Arnestein 1969). The informing level is where the citizens are made aware of what is happening in a one-way information process, where people receive the information in

newspapers, in the media, online or by other means. Consultation is the fourth step, in which citizens opinions can start to affect the power holders' opinion. If consultation and information is taken into account as part of the planning process, this can be effective. However, if the consultation and information is not taken into consideration this step is of limited value and could fall back into the non-participating level (Innes and Booher, 2004). The fifth level known as 'placation' is where a citizen's opinion starts influencing the power holders' decision and at this level, citizens may be hand-picked to sit on a governing board that makes decisions on the planning process. Bahreldin et al, (2011) states that this process is more likely to work if the board members are equally split citizens and power holders, so that the citizens cannot be outvoted in the process.

The last category is citizen power (empowerment) where the citizens get to influence the decision making directly. At the sixth level the power holders and citizens create a partnership. Arnstein (1969) considers partnership relatively high on her ladder as she believes this can keep both citizens and power holders content. The seventh level is delegated power where the citizens can start taking control, and the power holders need to start negotiating with the citizens. At this level unlike at the placation level, the majority of the board members would be the citizens, meaning that the power holders would need to negotiate decisions with the project board members. The final level is citizen control or citizen empowerment where the citizens are given the power to decide through an all-inclusive process such as voting.

However, the World Bank identifies six progressive levels of stakeholder participation process (Participation Sourcebook 1995). This is similar to the Arnstein's (1969) levels but they are progressively simplified. The first three levels information-sharing, listening and learning and joint assessment constitute consultation, rather than participation as such. These three levels might be considered as prerequisites for participation. The next three levels, shared decision-making, collaboration and empowerment constitutes progressively deeper and more meaningful levels of participation (Calderon, et. al., 2013). As one moves from "shallower" to "deeper" levels of participation, stakeholders get greater influence and control over project decisions, actions and resources.

The six levels are described as information-sharing-which is the dissemination of documents, public meetings, information and seminars; listening and learning which includes field visits, interviews, and consultative meetings. Bahreldin, et al., (2011) explains that these levels also include joint assessment which include participatory needs assessments and beneficiary assessments; shared decision-making meaning public review of draft documents, participatory project planning and workshops to identify priorities and resolve conflicts. They also include collaboration referring to joint committees or working groups with stakeholder representatives and stakeholder responsibility for implementation; and empowerment including capacity building activities and self-management support for stakeholder initiatives. Participation by itself is an attitude or mind-set. Adopting a participatory mind-set means several things one, focusing on people- recognizing that people are at the centre of development; two, being humble- realizing that local knowledge is as valid as "expert' knowledge; learning to listen- accepting that

stakeholders have wisdom and a right to be heard; sharing control- sharing influence and control with project stakeholders (Barasa and Jelagat, 2013). It also means empowering others- focusing on building the capacity of marginalized stakeholders to find their own solutions to development problems and enabling beneficiaries to become active owners rather than passive recipients of development; and lastly mind-set means valuing process- understanding development as a process, not just a "product" (ADB, 2001). For development agents, therefore, promoting stakeholder participation involves learning to communicate with people at all levels; involving stakeholders in all stages of the project cycle; ensuring a voice for women and other groups that have traditionally been excluded; promoting the role of civil society in the development process using participatory methods and techniques; establishing mechanisms for decentralized decision-making; and supporting the capacity-building of local institutions.

From its earliest beginnings in barter, business has been a matter of trade between buyers and sellers so that both were at least perceptually better off because of the exchange (Freeman, 1984). Maina, (2013) identified stakeholders as people or communities who may be directly or indirectly, positively or negatively affected by the outcomes of a project or a programme. These groups of people are divided into two categories namely primary and secondary stakeholders. Carlos and Olander, (2015) describes primary stakeholders as the beneficiaries of a development intervention or those directly affected positively or negatively by the intervention. These include local populations (individuals and community-based organizations) in the project or program area, in particular, poor and marginalized groups who have traditionally been excluded from participating in development efforts. Secondary stakeholders are those who influence a

development intervention or are indirectly affected by it. They include the borrowing Government, line ministries and project staff, implementing agencies, local governments, civil society organizations, private sector firms, the Bank and its shareholders and other development agencies.

Stakeholders shape projects from the early stages, ensuring resources are available to contribute to project success and provide insight regarding the probable reaction to a project's outcome, which facilitates project adjustments when necessary, and to win organizational support (PMBOK, 2013). The roles of stakeholders change throughout a project life cycle. However, the willingness of stakeholders to perform the activities assigned to them during the project cycle greatly contributes to the success or failure of the project (World Bank, 2005). The benefits of stakeholder involvement include a reduction in mistrust of the project process or outcome, an increase in commitment to the project objectives and processes, and heightened credibility of the project's outcome (Maina, 2013). The project stakeholder team’s role, the project activities in which they participate and the level of involvement depends on the project's vision, mission and the reporting relationship to the management.

Stakeholder participation is the process through which people with an interest influence and share control over development initiatives, decisions and resources that affect them Nyaguthii and Oyugi (2013). In practice this involves employing measures to identify relevant stakeholders, share information with them, listen to their views, involve them in processes of development planning, and decision-making, contribute to their capacity-building and, ultimately

empower them to initiate, manage and control their own self-development. Nyaguthii, et, al., (2013) stated that stakeholder participation within sustainable development has been accepted as not just desirable but a central requirement of any project. Further, Morse, *et al*., (2012) noted that the rationale of stakeholder participation is founded upon two arguments: First is that, stakeholders have a fundamental right to be included in deliberations that will have an impact upon their lives. The Second is the practical argument that listening to the voice of stakeholders and including them within a process of change can help make that change better. This assumes that if people feel that they are included as partners then they will have a heightened sense of wanting it to work, partly because they helped to envision what change is needed but also because they are involved as 'change agents' rather than having change imposed upon them. The change comes from the 'inside out', rather than being imposed from the 'outside in'. Change is therefore a deeply held product of the community's self-interest and self-promoting to that community (Carlos and Stafan, 2015). This type of change might be seen as being viable. The two arguments are powerful and may provide space for the conflicting interests of a project to be resolved; perhaps not to everyone's satisfaction but at least to minimize negative impacts and maximize positives.

Stakeholder participation in project planning and management can have remarkable influence on project performance and success. Gitonga (2010) noted that stakeholders' activities in production should aim at increasing productivity and quality of honey, beeswax and other hive products. The low productivity in beekeeping is likely to adversely affect household incomes and employment. Leisyte and Westerheijden (2014) advised that stakeholder participation should be

encouraged in order to promote improved management and production. Lewis, (2002) noted that quality project management improvement should start from the beginning of the planning phase of a project where stakeholders are involved, but not when the stakeholders receive the project outcomes. The advantage of beginning quality improvement practices in upfront project phases is that higher quality early in the project front-end development work will ensure fewer problems are created in the later stages of the management process, hence resulting in better final quality delivery. Despite all this information however, many projects are currently concentrating their efforts on quality improvement programmes but they are not involving stakeholders (Koontz, 2012). When stakeholders are not involved, the projects do not generate the expected performance due to the absence of effective planning and management process before implementing the projects (Jugdev, *et. a*l., 2006). Literature highlights that quality planning and management involving stakeholders is the most important aspect in any project and therefore requires maximum consideration.

Project stakeholder participation is measured using participatory tools. Participatory tools are instruments for measuring satisfactory project performance in development projects. Some key tools used by practitioners of participation are described in the ADB (2001) handbook and they include analysis of gender division of labour; a tool that familiarizes planners with the degree of role flexibility that is associated with different tasks. This is a gender analysis tool that raises community awareness about the distribution of domestic, productive or market and community activities according to gender. Such information and awareness is necessary to prepare and execute development interventions that will benefit both men and women.

Other tools described by African Development Bank (ADB, 2001) are beneficiary assessment tool which is a qualitative and consultative tool of information gathering, and which assesses the value of a project or an activity as it is perceived by its principal users. It aims at making the voices of beneficiaries and other local level stakeholders heard by those managing or formulating a project (Carlos and Stefan (2015). Key techniques used here are participant observation, semi-structured interviewing, and focus group discussions. Logical Framework or Log Frame participatory tool represents a matrix that illustrates a summary of project design, emphasizing the results that are expected when a project is successfully completed (ADB, 2001). This information is critical in project planning and management.

2.4 Participation in Stakeholder Information Sharing and Performance in Beekeeping Projects

Information sharing in this study described the exchange of data between various women beekeeping projects, stakeholders and technologies. According to Neshkover and Guo (2012), there are several modes of information sharing including information shared by individuals; information shared by organizations; and information shared between software .The advent of wide distributed networks, intranets, cross-platform compatibility and application porting, have all facilitated the huge growth in global information sharing (Olander and Landin 2008). Neshkova, *et, al.,* (2012) observed that community participation involves the process or activity of informing the public and inviting them to have input into the decisions that affect them. This can be done through approaches like seminars, public hearings, policy dialogues and feedback (Carlos, *et al.,* 2015). Whereas minor decisions and emergency situations are generally not

appropriate in stakeholder participation process, project situations with far-reaching impacts warrant stakeholder involvement and when done proactively, they help to avoid problems in the performance of projects. The focus of stakeholder participation is usually to share information with, and gather input from, members of the public who may have an interest in a project.

2.5 Stakeholder Participation in Learning and Performance in Beekeeping Projects

The idea of listening and learning in projects was described as a vision that works through articulating a picture so compelling that people's interests motivate them to take action to make the vision real (McKinsey, 2006). McKinsey (2006) described the vision of learning as an organization that is continually expanding its capacity to create its future. He described learning as the enhancement of the capacity to create and stated that vision has served its intended purpose, and has provided the basis for further thinking and research.

In beekeeping, learning is about improving activities in the beekeeping projects through continuous acquisition of knowledge and skills being used during the project cycle. In this way, project stakeholders are prepared to acquire knowledge and skills to help them participate in projects. Garvin (2008), define the learning process as a process of creating, acquiring and transferring knowledge and at modifying behavior to reflect new knowledge and insights. In this way the project is able to continue regenerating a variety of knowledge, experience and skills of individuals within a culture which encourages mutual questioning and challenge around a shared vision (Johnson, Scholes and Whittington, 2006). The important point to note about these definitions is to define vision as the path to the ideal product. Learning in organizations is

adaptive to their unique external environment, continually enhancing their capability to adapt, develop collectively as well as individually and use the results of learning to achieve better results (Burnes, 2004). In other words good performance of any project should be linked to learning and vice versa. Learning is enhanced through communication, field visits, interviews and feedback.

Performance is increasingly determined by factors that cannot be overseen including intelligent experimentation, ingenuity, interpersonal skills and resilience in the face of adversity among others (Edmondson, 2008). According to Isern & Pung (2007) the two issues that are particularly pressing for stakeholders in a project are setting a vision or inspiring aspiration for change, mobilizing and sustaining the flow of energy and ideas needed to drive the project forward. They propose that leaders must define the aspiration at outset, break it down into clear themes and initiatives, spell out what it looks like at stages along the journey and translate it into an exciting story to become a learning process. Isern & Pung (2007) contend that the catalysts for mobilizing and sustaining positive energy are managing the pace of change through an economical set of high-impact briskly-moving initiatives embedding change; making change personal through reward system and building capabilities through learning.

Managerial training as a learning process is partly aimed at helping the project stakeholders to be in the best position to understand their role, namely to help co-stakeholders to be in the best position to understand their own responsibility in improving operations and to carry it out, how to construct work as experiments, how to yield continuous learning and improvements and teach

others to do the same (Spear, 2004). Collaboration by workers and managers in constantly solving problems with the manager as an enabler contributes to most of the project success. According to Garvin (2008), deliberate learning processes are regarded as key to the success of any project. The scope of these processes are interviews, field visits, consultations, intelligence gathering, customer and technological information, systematic analysis and interpretation to solve problems and training and education for new and existing stakeholders.

While project stakeholders might place their faith in the execution of efficiencies, they should be keen to allow any participant who identifies a problem to stop and point it out. Safe environments need to be nurtured where stakeholders are willing to offer ideas, questions, and concerns and even fail without being penalized (Edmondson, 2008). Such an environment is recognition that high performance actually requires openness, flexibility and interdependence. Feedback and discussions in listening and learning processes can then be held in the safety of trust and respect without tiptoeing around the truth. Golooba-Mutebi (2004), stated that projects that adopt an execution-as-learning model seek out best practices so that their processes facilitate learning; foster face-to-face collaboration and make concurrent collaborative decisions in response to unforeseen, novel or complex problems. Edmondson (2008), adds that these projects pay attention to process data that describe how work unfolds; institutionalize disciplined reflection and analysis of what goes right and wrong in order to prevent recurrence of failures and embedding of improvements.

Successful projects should be credited with the achievement of making all their work as series of ongoing learning involvements (Spear, 2004). There should be an explicit specification of how work is going to be done before it is performed coupled with evaluating work as it is being done. In this way problems are contained and prevented from propagating; gaps between expectations and reality are investigated; a deeper understanding of the product process and people is gained; and that understanding is incorporated into a new specification which becomes a temporary best practice until a new problem is discovered. According to Glucker, et. Al., (2013) it has been postulated that project performance may be attributed to several learning lessons namely the involvement of all stakeholders in direct observation of project employee work and machine operations with the improved ability to assess and anticipate problems with the project operations. In this way an attempt to achieve learning and understanding of both the problem and the solution is made. The focus is on frequent experiments that are numerous, quick and simple. In this way small incremental changes are made, the learning cycle is kept small and bounded, the learner can make mistakes whose consequences will not be severe and the learner becomes willing to take risks and to learn by doing. Finally, key stakeholders are enablers and coaches whilst workers and low-level stakeholders constantly solve problems (Lawson and Price, 2003). The key stakeholders do not explicitly state what is to be learnt or actual process improvements. He or she provides the resources for the process improvements and eventual project performance.

Stakeholder commitment would be lacking if management adopts an approach of learning by force that is increasing the survival anxiety. Stakeholders should instead be educated about

economic realities through visits, and consultative meetings in a way that makes the message from management credible (Schein, 2002). In order to change mind-sets stakeholders must see the point of change and agree with it. Surrounding structures including reward and recognition systems must be in tune with the new behavior; project participants must have the skills to do what is required and finally they must see people that they respect modeling it activelyProject performance is increasingly being determined by factors other than traditional supervisory oversight, including intelligent experimentation, ingenuity among others (Edmondson, 2008). According to Edmondson (2008), a study of numerous projects executed presented as a basis for understanding project knowledge, led to the concept of embracing learning. The best projects have figured out how to learn quickly while maintaining high quality standards. These projects therefore use the best knowledge available to inform the design of specific learning process guidelines. According to Lawson and Price (2003), stakeholders should collaborate by making information available where and when needed, routinely capture process data to discover how work is really being done and study these data in an effort to find ways to improve through listening and learning.

2.6 Stakeholder Participation in Joint Project Assessments and Performance in Beekeeping Projects

Planning and managing development projects require an operational assessment system to enhance project performance. Kusek & Rist (2004) noted that an assessment system may involve information gathering, participatory needs assessments, beneficially assessments and synthesis, reflection, and reporting processes; along with the necessary supporting conditions and

capacities required for the outputs of assessments to make valuable contributions for decision making. Mackay (2006) adds that a well-functioning assessment system manages to integrate the more formal, data-orientated side commonly associated with the task of assessment together with informal monitoring and communication, such as project field staff sharing impressions of their fieldwork with each other.

Clear definition of the purpose and scope of the intended assessment system helps when deciding issues such as budget levels, number of indicators to track, and type of communication needed. When formulating the project purpose at its needs assessments, beneficially assessments, appraisal or revising it during start-up; one should ask what the main benefits are, to set up and implement evaluations for implementing partners and primary stakeholders and for other key stakeholders (Mackay, 2006). The structural arrangements of an assessment system are important from a number of perspectives for example, the need to ensure objectivity, credibility and rigor of the assessment information that the system produces. Khan (2003) concurs that the conceptual design of an assessment system is supposed to address issues with regard to the objectives of the system, competent authority, credibility of information, its management, dissemination and recycling into the planning and management process with special emphasis on stakeholder participation. Monitoring and Evaluation systems should be built in such a way that there is a demand for results information at every level that data are collected and analyzed (Nyonje, *et. al*, 2012). Furthermore, clear roles, responsibilities, formal organizational and political lines of authority must be established. There is often the need for some structural support for assessment, such as a separate evaluation unit which at the very least needs one person who is the internal

champion identified to make sure the system is implemented and develops (Kusek and Rist, 2004). Moreover, the systems must be consistent with the values at the heart of the project and work in support of the strategy and performance requirements of the project.

The technical capacity of a project in conducting assessments; the value and participation of its human resources in the policymaking procedure; their incentive to impact resolutions that can be enormous, determines how the joint assessment's lessons are made, conversed and perceived (Kealey, 2010). Human capital on the project should be given clear job allocation and designation befitting their skill and if they are insufficient then training for the necessary skills should be set. For projects using staff that are referred out in the field to carry out project assessments on their own there is need for constant and intensive onsite support to the field staff (Ramesh, 2002). The larger aspects of developing stakeholders' skills and abilities should be the actual project focus on the stakeholders to turn out to be better, either as individuals or as contributors to the project. The responsiveness by the project stakeholders, coupled with increased expectations following the opportunity can lead to a self-fulfilling prophecy of enhanced performance and output by the project (Pearce and Robinson, 2004). According to Foresti (2007) this does not mean objective training, but a whole suite of learning approaches from secondments to research institutes and opportunities to work on impact evaluations within the projects. Garder and Briceno (2010), explained that evaluation must also be autonomous and relevant and that independence is attained when it is carried out by projects and persons free of the control of those responsible for the design and implementation of the development.

In order to carry out joint assessments efficiently, there are some critical factors that are essential to be taken into consideration. These comprise the use of pertinent skills, sound methods, adequate resources and accountability, in order to have quality oriented projects. Rhodes (2000) suggests the use of multi-stakeholders in data collection and hypothesis testing in the intervention, in order to let involvement and recognize the differences that may arise. All these must be done within a supportive institutional framework while being cognizant of political influence. Time dimension of assessing project success is the most common aspect that should be brought out. Pretorius (2012) found out that project management organizations with mature time management practices produce more successful projects than project management organizations with less mature time management practices.

Project time is the absolute time that is calculated as the number of days or weeks from start on site to practical completion of the project. Speed of project implementation is the relative time (Chan, 2001). Peterson and Fisher (2009) established that some firms are usually interested in monitoring project time variance and verifying contractor progress payments requests. Kariungi (2014) noted that projects can be completed on time due to factors such as efficient procurement procedures, favorable climatic factors, and timely availability of funds and proper utilization of project planning tools. Project completion within scope is considered as one of the success factors of a project. The project charter or statement of work requires the implementers to develop a scope of work that is achievable in a specified period and that contains achievable objectives and milestones (Bredillet, 2009). Joint project assessments then give information on where a project is at any given time and over time relative to respective targets and outcomes. It

is descriptive in intent. Channah (2003) states that assessments give evidence of why targets and outcomes can or cannot be achieved. It seeks to address issues of causality. The particular emphasis here is the expansion of the traditional assessment function to focus explicitly on outcomes and impacts.

Providing support and strengthening of assessment, stakeholders will play a key role in ensuring that the monitoring and evaluation teams add value to the project operations (Naidoo, 2011). A motivated team usually achieves high project performance, this implies that the more a team is strengthened, the better the performance and value addition to the project. This also applies to the assessments, monitoring and evaluation teams in planning and project management. Pretorius, (2012) observed that there was no significant association between the maturity of quality management practices in project planning and management organizations and the results of the projects that they produce. Nevertheless, it is the view of the researcher that the beekeeping managers should indeed aspire to achieve quality in all the aspects and processes, including quality assessment teams, so as to achieve the project success.

Various aspects are used in assessing the strength of assessment teams which is perceived to be one of the participation factors influencing beekeeping project performance. These aspects include financial availability, number of assessment staff, assessment staff skills, frequency of assessment, stakeholders participation, information systems, power of monitoring and evaluations teams and teamwork among the members (Gwadoya, 2012). The execution stage of a project is the most risky stage where the probability of not achieving project success is at its peak

due to the numerous activities involved. It is during this stage that the project joint assessment teams should be most active in monitoring and providing timely feedback (Gaarder, 2010). Finally during closing down the monitoring and evaluation just like other management activities is less intensified as compared to the execution stage. Most of the monitoring activities during this stage involve reporting on the project outcomes and preparing for future projects. Project joint assessments are therefore critical at this stage.

2.7 Stakeholder Participation in Shared Decision Making and Performance in Beekeeping Projects

A stakeholder with both higher power and interest in a project is considered to have more influence than one with lower power or interest (Crawford, 2006). Stakeholder power is defined as stakeholder's actual ability to influence the project and stakeholder influence is defined as the extent to which a stakeholder is able to act on project operations and therefore affect project outcomes by influencing the decision making process (Crawford, 2006).

A research study carried out by Dionne (2004) on stakeholders' shared decision making in the implementation of the open method of coordination in social protection and social inclusion, revealed that there was high level of public awareness of the social protection and inclusion in general and lack of information and consultation between the stakeholders and the public. Two studies were carried out then, and showed contrasting results. The results of the first one which comprised of direct implementation of open method consultation showed that the inclusion of

stakeholders in decision making lacked transparency in the manner in which they were selected and allowed to participate in decision making process.

Commenting on these results Bourne & Walker (2005) noted that representation was found to have excluded the vulnerable group and generally the stakeholders were not deeply involved as their participation was limited to the level of information and rarely to the level of involvement, empowerment and decision making. This scenario had an effect on the project outcomes as it was considered unsuccessful as compared to the second case where different stakeholders were involved and collaborated in order to empower them resulting in the realization of the objective of the project due to the shared decision making. These study scenarios can be simulated in the case of beekeeping projects where shared decision making can have direct beneficial outcomes.

The results agree with the study carried out by Cleland (1995), on Ecological Restoration Project and that of Crawford (2005) on construction projects. These two studies concluded that there is significant evidence that stakeholder participation in the shared decision making can improve the quality, effectiveness and sustainability of projects and enhance commitment, and eventual benefits to the stakeholders. Winter, *et. al.*, (2008) carried a study to develop a tool as a mechanism for assessing the relative influence of project's stakeholders to the performance of projects. He found out that understanding stakeholders' expectation as a result of involving them in the various stages of the project life cycle is essential in building their commitment to the project activities. Bourne (2005), also agrees with the arguments of earlier researchers as he contends that one winning strategy for project commitment would be to develop a culture of

stakeholder engagement by developing and nurturing a strong relationship with key stakeholders through shared decision making process. According to Jugdev (2006) stakeholders who are highly involved in the project decision making process will put forth substantial effort towards the achievement of project objectives and will be less likely to withdraw from project work. Stakeholders who are lowly involved in the project decision making are more likely to abandon the project and/or withdraw their effort from the project and either apply that energy to tasks outside the scope of the project or engage in various undesirable on-the job activities.

Stakeholder involvement in shared decision making process will lead to increased commitment with stakeholders adopting the project's goals as their own and therefore, desire to remain with the project to help it achieve its goals. This leads to increased project outcomes as noted by Jugdev (2005). Stakeholders who have high levels of job involvement might reciprocate in the form of greater commitment to the organization leading to increase in-role performance. Keegan (2004) contends that stakeholders who internalize the appropriateness of being loyal to their projects are likely to be more involved in their project activities than those stakeholders who do not.

Decision making involvement translates into strong normative commitment because one will invest his/her efforts to meet his/her beliefs regarding loyalty expectations and feels part of the project since they are part of the shared decision making (Jugdev, 2005). Furthermore, becoming highly involved in an activity is a kind of self-persuasion of the good of being a normative, committed person. Jugdev (2005) arguments are supported by Keegan (2004) research where

highly involved top executives were found with a high level of emotional identification with their organization, which is affected by both the organizational image and their degree of satisfaction. From these studies, we find that there is correlation between stakeholders' involvement in shared decision making, collaborations and project performance.

A descriptive definition of participation programs would imply the involvement of a significant number of local persons in situations or actions that enhance their wellbeing. Therefore in the context of development, community participation refers to an active process whereby beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits, since they are made to participate in the shared decision making process (Bourne, 2005). Stakeholder involvement and participation including the simplest of involvement from early on in the project, enhances future sense of ownership, but on-going motivation is required for continuing participation, which are not limited to shared decision making process. Shared decision making is a key instrument in creating self-reliant and empowering communities, stimulating stakeholders-level mechanisms for collective action and decision-making (Keegan, 2004).

The decision making processes determine the nature and scope of the project. If decision making is not performed well, it is unlikely that the project will be successful in meeting the stakeholders' needs. The key project controls needed are an understanding of the project environment and making sure that all necessary controls are incorporated into the project (Rick, 2013). The shared decisions reached should include a plan that encompasses analysing the needs

and requirements in measurable goals, reviewing the current operations, financial analysis of the costs and benefits including a budget, stakeholder analysis including users, and support personnel for the project (Jugdev, 2008). Consequently in reaching a common decision, the stakeholders must be made aware of the project objectives. This is possible through communication. Communicating effectively with the project stakeholders is central to achieving successful project outcomes (Winter, 2008). The communication process should be bi-directional. Winter (2008) noted that appropriate vehicles of communication for having shared decision making include project meetings to deliberate on project plans and reports; informal discussions and formal presentations. It is only after reaching a viable common decision that the project is planned to an appropriate level of detail. The main purpose is to plan time, cost and resources adequately, to estimate the work needed and to effectively manage risk during project execution. Keegan (2004) stated that shared decision making is part of project planning and management, which relates to the use of schedules such as Gantt charts to plan and subsequently report progress within the project environment. Initially, the project scope is defined and the appropriate methods for completing the project are determined. Following this step, the durations for the various tasks necessary to complete the work are listed and grouped into a work breakdown structure. The logical dependencies between tasks are defined using an activity network diagram that enables identification of the critical path. According to Winter (2008) it takes a process to define a project, allowing work to begin and making success possible. The Project planning roadmap tackles that process, providing one with the tools needed to plan, define tasks and activities and considering all the requirements, issues and deliverables needed to produce successful results as should be the case in beekeeping projects.

Once established and agreed collectively by all the key stakeholders, the plan becomes what is known as the baseline. This baseline allows progress to be measured against the baseline throughout the life of the project (Crawford, 2005). The shared decision making at this stage consists of determining how to plan, developing the scope statement; selecting the planning team; identifying deliverables and creating the work breakdown structure. It also includes identifying the activities needed to complete those deliverables and networking the activities in their logical sequence; estimating the resource requirements for the activities; estimating time and cost for activities; developing the schedule; developing the budget; risk planning; and gaining formal approval to begin work. Crawford (2006) states that processes such as planning for communications and for scope management; identifying roles and responsibilities; determining what to purchase for the project and holding a kick-off meeting are also generally advisable collective decisions that should be reached collectively.

2.8 Stakeholder Participation in Empowerment and Performance in Beekeeping Projects

Stakeholder empowerment has been a topic of study since the 1940s. However, it is not until 1990s when empowerment trend gained significant grounds with respect to project performance (Robbins, 2008). Stakeholder empowerment is the apex level in the stakeholder participation process where the citizens are given the power to decide through an all-inclusive process. Currently projects are taking an interest in increasing the role of ordinary stakeholders in decision making through empowerment as a means of obtaining greater stakeholder motivation and commitment to project objectives. Stakeholder empowerment is one of the primary requirements of quality improvement in the work place (Robbins, 2008). Empowerment is a

process of enabling an individual to think, behave, take action, control work and make decisions in an autonomous way. Empowerment allows stakeholders to work independently and become creative hence bringing in innovative culture in the project output. Empowerment should focus on removing barriers that keep stakeholders from exercising their talents fully. This is because empowered stakeholders are a source of new ideas and innovation which increase efficiency and productivity if time, training and resources are given priority for the process to evolve and stakeholders are expected to develop feelings of self-efficiency, project satisfaction, security, confidence and meaningfulness. Koontz (2012) suggested that by empowering stakeholders through the organization structure, every stakeholder will have the power to be innovative and ensure good performance.

The benefits that can be derived from empowerment include stakeholder commitment, quality products and services, efficiency, quick responsiveness and customer satisfaction (Mc Kinney, 2013). Successful empowerment programs must be balanced with appropriate monitoring and control systems. Empowering stakeholders is not an easy process and project management must create empowerment environment where stakeholders can be valued for their ideas and be able to think for themselves. In empowering, stakeholders need to be encouraged and praised as they struggle to produce outstanding creative solutions and new approaches and the managers must collaborate with stakeholders. Empowered stakeholders get things done while focusing on solving and preventing problem (Watson, Osborne and Longhust, 2002). An empowering work environment provides people with information necessary for them to perform at their best. Such environment improves quality and service because high performance is inspired at the source and

allows quick action because people on the spot see problems, solutions and opportunities for innovation on which they are empowered to act. Further, empowering stakeholders enables all talent knowledge to be utilized and if there is meaningful participation by stakeholders during a change programme, then those affected are more likely to own the results (Mc Shane, 2011). An empowered stakeholder is thus given more space to use his or her talents, thereby facilitating much more decision-making closer to the point of impact.

Empowerment practices include sharing information about goals, training, helping management learn to empower others (coaching), empowering working teams gradually and systematically, decision-making, providing access to project related knowledge and skills, granting discretion to change work process and provision of resources needed to make improvements (Koontz, 2012),. Effective management requires that empowerment be sincere, based on mutual trust, accompanied by relevant information for the stakeholders to carry out their tasks. Stakeholder empowerment is therefore very necessary in women beekeeping projects. Empowerment practices broadly, include training, communications and team working.

2.8.1 Training as a Stakeholder Participation Empowering Tool

Training is a systematic approach to improve stakeholders' skills and performance. It is intended to foster and enhance learning amongst stakeholders and particularly directed at acquiring skills. Rapid changes in technology and globalization of business have spurred the growth of training programs (Boela, 2011). In order to implement stakeholders' empowerment, the stakeholders must be competent. They need to understand what they are doing, why and how it fits into the

wider processes of the project. Stakeholders' training is based on the belief that developing talents internally is a good investment (Schuler and Werner, 2009). The best competitors who embrace empowerment use training and development practices to improve the ability of the stakeholders to implement their project strategy since improving competence of stakeholders is one way that creates a competitive advantage.

2.8.2 Communication as a Stakeholder Participation Empowering Tool

Communication is a major factor in successful empowerment. The project views on strategy, vision, future direction of a project and position of the competitors should be shared. This will allow the shareholders to know what is going on within the project and the role individuals and groups are expected to achieve (Boela, 2011). Increasing formal communication with shareholders reduces uncertainty by lessening role ambiguity and conflict. Projects can use effective communication as a means to shape stakeholders perceptions (Robbins, 1993). Many projects are finding that effective communication is the key to their overall ability to compete and get outcomes. This is because the frequency with which changes occur makes it necessary to continually inform stakeholders about what is going on and why (Torrington, 2012). Communication has been described as the glue that holds shareholders together and it is an integral part of all managerial functions and unless managers communicate with others, they cannot accomplish their tasks. Koontz, (2012) stated that effective communication is leaders' most potent tool for inspiring workers to take responsibility for creating a better future.

2.8.3 Team Working as Stakeholder Participation Empowering Tool

The trend today is to empower stakeholders to form self-managed teams in which workers are trained to-do all or most of the jobs in the sections assigned (Okechuku, 2013). They have no immediate supervisors, and they make decisions previously made by first line managers. Self-managed teams appear to be more productive, have better safety records and are more satisfying to members (Dessler, 2005). The key element of the effective teamwork is commitment to common purpose and projects work hard at developing a common understanding of how they will work together to achieve their purpose. The best teams are the ones that have been given an important performance challenge by management and often come to a common understanding and appreciation of their purpose. According to Okechuku, (2013) they discuss and agree upon such things as how tasks and roles will be allocated and how they will make decisions. The teams should develop norms for examining their performance strategies and be amendable to changing when appropriate.

Empowerment encourages teams working with the projects so that stakeholders can work closely together to pursuing common objectives. A team cannot be effective without being supported by the project basic structure (Gore, 2012). One of the most important benefits of a team based approaches is improved communication and coordination within the project. People learn how others are doing and how to coordinate efforts to work together better (Kacmar, 2011). The essence behind forming and empowering working teams is for the teams to share common element of people who possess a mix of skills, working together cooperatively and each team member learning a broad range of skills and switching assignment periodically.

Other empowerment practices include shareholders participation. Empowered participants must participate in decision making since participation creates a sense of belonging and achievement and raises self-esteem (Torrington, 2012). The management is encouraged to remove bureaucratic handles coming in the way of stakeholders' participation and participants should be imparted with necessary training and coaching to enable them to participate more effectively

2.9 Project Leadership Styles and Performance in Beekeeping Projects

Leadership is an important aspect of planning and management and the ability to lead is one of the keys to an effective manager. The important aspects of project leadership in this study were leadership styles. The researcher focused on two project leadership styles (Transactional and Transformational) as the most useful in project management. Project managers are mostly inclined to use Transactional style of leadership which focuses on the basic management process of controlling, organizing, and planning (Robert, 2010). Transaction leadership style involves motivating and directing followers primarily through appealing to their own self-interests. The leader believes in motivating through a system of rewards and punishment. These transaction styles include the autocratic style (authority centered on the leader), participative style (democratic group members approach), and the laisser faire style (leader exercises little control or influence). Transformational leadership on the other hand is all about creating high performance workforce to inspire project members to go beyond their task requirements (Naidoo, 2011). A study on the impact of portfolio manager's transformational leadership style on project performance by Crawford, et al., (2006) found out that transformational leadership behavior of portfolio managers was positively related to project performance. The results were

consistent with Waldman and Atwater (1994) study which found that transformational leadership of higher level managers positively influenced project outcomes (quality, cost, time and stakeholders satisfaction). Innovation championing and existence of a climate for innovation were found to intervene on the relationship between transformational leadership and project performance. However, the study was based on one project which limited generalizability of the results. In addition, the risk of common source data was present as data was collected from project managers only and hence other project team members' perspective were not included in the study. Babar, (2010) did a study to assess leadership styles in the construction projects; the findings identified transformational leadership style as the most common style in the Iranian construction projects. However, their results of high task and almost high relationship were in contradiction with those of Rowlinson, *et al*., (1993) and Kalinowski, (1994) who had observed a low-task and high relationship attitude as appropriate leadership style in Hong Kong.

Other researchers have also undertaken studies in this area. For example, Prabhakar, (2005) undertook research to investigate the importance of leadership style on project success using a two phased study. The study found that 51.7 percent of variance in project success was due to project manager's years of experience, relationship orientation, teams understanding of the technology being used, project manager's leadership and management style. The study established that project managers switch leadership styles during project execution. In addition, the study found a positive relationship between transformational leadership style and project success, which supports Keegan and Den Hartog, (2004) assertion on the importance of the

leadership style in projects. Further, the project manager's experience was found to be positively correlated with project success.

Further research has also been carried out on leadership styles. Ogunlana and Limsila (2008) examined the relationship between project manager's leadership style, subordinates' commitment and work performance with respect to projects in Thailand. They found out that project managers switch leadership styles based on the needs of the project. However, transformational leadership style was found to be the most dominant style in Thailand. In addition, transformational leadership style was found to generate higher subordinates commitment and thus create higher leadership outcomes, than the transactional leadership style, which was not limited to effectiveness, satisfaction and extra effort. Komin (1990) had found the dominant style being transactional. One possible explanation of the differences was the effect of culture change in Thailand from high distance between the leader and subordinates to a more democratic culture that encourage subordinates to be democratic and participative and hence the trend towards transformational leadership style. Wang, *et al*., (2005) investigated the impact of charismatic leadership style on team cohesiveness and performance of Enterprise Resource Planning (ERP) project, the study revealed a significant correlation between leaders' style of enterprise resource planning, project manager and the level of team cohesiveness. In addition, the study found a positive correlation between team cohesiveness and project performance. The results were consistent with those of Cheung, et al., (2001) that charismatic leadership has enormous effect on team members' behavior and efforts as well as those of Thite, (2000) who found a correlation between charismatic leadership and project performance. Consequently, the

study found that regardless of the leader's style adopted, the project manager's experience had a positive influence on project performance.

There was strong correlation between project manager's leadership style and project performance in a study conducted by Mishra *et. al*., (2011) on identifying qualities of an effective project manager. In the study it was found out that communication ability and skills of the project manager are the most important factors followed by visionary, integrity and being supportive of team members. This finding on communication ability supports Hersey (2006) finding of communication ability being a critical factor in leadership. Muller and Turner (2007) investigated the impact of project manager's leadership style on project success. Based on project categorization framework developed by Crawford, *et al*., (2005), they found that certain project manager's leadership competencies influenced project success. Specifically, emotional competence was found to be a significant contributor to project success for all projects; managerial competence to be a significant contributor in some projects; while intellectual competence was found to be negatively correlated with project success. From the foregoing literature review it therefore logically follows that project leadership styles have a moderating effect on stakeholder participation process and project performance.

2.10 Theoretical framework

Theories are formulated to explain, predict and understand phenomena and in many cases to challenge and extend existing knowledge within the limits of critical bounding assumptions. This research was grounded on the Stakeholder, and the Transaction Theories.

2.10.1 The Stakeholder Theory

The stakeholder theory is a theory of organizational management and business ethics that addresses morals and values in managing an organization or a project. The proponent of this theory was Freeman (1984). Freeman (1984) stakeholder theory identifies and models groups which are stakeholders of a corporation or project, describes and recommends methods by which managers can give due regard to the interests of those groups. The theory relates to this study because the study identified all those stakeholders that were involved in the beekeeping projects and described their roles in the study. The theory addresses the principle of whom or what really counts in a project. In the traditional view of a company (the shareholder view), only the owners or shareholders of the company are important, and the company has a binding fiduciary duty to put their needs first to increase value for them (Miles, 2012). In this study all stakeholders are important as stated in this theory. Stakeholder theory argues that there are other parties involved, including employees, customers, suppliers, financiers, communities, governmental bodies, political groups, trade associations, and trade unions. Friedman, and Miles (2003) argues that even competitors are sometimes counted as stakeholders, their status being derived from their capacity to affect the firm and its stakeholders. In this study all stakeholders including women groups, their leaders, extension officers, administration officers, local leaders and non-governmental organizations were identified and included as stakeholders as suggested by stakeholder theory.

The stakeholder view of strategy integrates both a resource-based view and a market-based view and adds a socio-political level (Philips, 2003). It was noted that one common version of

stakeholder theory seeks to define the specific stakeholders of a project (the normative theory of stakeholder identification) and then examine the conditions under which managers treat these parties as stakeholders (the descriptive theory of stakeholder salience) (Laplume, Karan and Reginald, 2008). Donaldson, and Preston (1995) argues that the theory has multiple distinct aspects that are mutually supportive, descriptive, instrumental, and normative. The descriptive approach is used in research to describe and explain the characteristics and behaviour of projects; just the same way this study described the characteristics of the women groups in Kajiado County and collected data from them. The instrumental approach uses empirical data to identify the connections that exist between the management of stakeholder groups and the achievement of goals; most commonly profitability and efficiency goals.

The normative approach, identified as the core of the theory by Donaldson, *et. al*., (1995) examines the function of the project and identifies the moral or philosophical guidelines for the operation and management of the project. Mitchell, Agle and Wood, (1997) derived a typology of stakeholders based on the attributes of power, the extent a party has means to impose its will in a relationship; legitimacy, socially accepted and expected structures or behaviour; and urgency, time sensitivity or criticality of the stakeholder's claims. By examining the combination of these attributes in a binary manner Mitchell, *et. al*., (1997) found nine types of stakeholders derived along with their implications for the organization or project. These include women, children and youth, indigenous peoples, NGOS, local authorities, trade unions, industry, scientists, and farmers. All these groups are found in this study. Friedman, *et al*., (2003) explored the implications of contentious relationships between stakeholders and organizations by

introducing compatible/incompatible interests and necessary/contingent connections as additional attributes with which to examine the configuration of these relationships. Phillips, (2003) distinguishes between normatively legitimate stakeholders as those to whom an organization holds a moral obligation and derivatively legitimate stakeholders as those whose stakeholder status is derived from their ability to affect the organization or its normatively legitimate stakeholders.

There are however critics to the stakeholder theory. The political philosopher Blattberg, (2004) has criticized stakeholder theory for assuming that the interests of the various stakeholders can be, at best, compromised or balanced against each other. Blattberg, (2004) argues that this is a product of its emphasis on negotiation as the chief mode of dialogue for dealing with conflicts between stakeholder interests. He recommends conversation instead and this leads him to defend what he calls a 'patriotic' conception of the corporation as an alternative to that associated with stakeholder theory. According to Mansell (2013), by applying the political concept of a 'social contract' to the corporation, stakeholder theory undermines the principles on which a market economy is based.

Stakeholder theory has been successfully used and implemented in several fields. It is used as one of the frameworks in corporate social responsibility methods. For example, ISO 26000 and GRI (Global Reporting Initiative) involve stakeholder analysis (Duckworth *et al.*, 2010). In fields such as law, management and human resource, stakeholder theory has succeeded in challenging the usual analysis frameworks, by suggesting that stakeholders' needs should be put

at the beginning of any project (Harrison, and De Colle, 2010). Stakeholder theory has seen growing uptake in higher education in the late 20th and early 21st centuries (Leisyte,and Westerheijdem, 2014). Leisyte, et. al., 2010 defines a stakeholder in the context of higher education as anyone with a legitimate interest in education who thereby acquires a right to intervene. In Europe, the rise of stakeholder regimes has been from the shift of higher education from a government-run bureaucracy to modern system in which the government's role involves more monitoring than direct control (Neaves, 2002). It was therefore evident that the stakeholder theory as described by Freeman (1984) was relevant in this study.

Stakeholder theory is one that puts as a primary managerial task the charge to influence, manage, or balance the set of relationships that can affect the performance of a project or institution's purpose (Freeman, 1984). The Stakeholder theory is a managerial concept of organizational strategy and ethics (Donaldson, e.t al., 1995).The central idea is that a project performance is dependent on how well it manages the relationships with key stakeholders such as customers, employees, suppliers, communities, financiers, and others that can affect the realization of its purpose and performance.

2.10.2 The Transaction Theory

Transactional theory was proposed by Rosenblatt (1985). The theory, suggests a "reciprocal, mutually defining relationship". This theory relates to this study in that this relationship is apparent in stakeholder participation process. Rosenblatt argues that the term "interaction" conjures a picture of separate objects encountering one another but remaining essentially

unchanged. He says that the reader and the text transact with one another, each affecting the other. This relationship is apparent in the study of the relationship between the stakeholder participation process in this study. The meaning of the text changes depending on the reader's background knowledge and personal reflections. According to Rosenblatt the transactional theory can be used in a text reading instructions to deepen comprehension of a text by asking readers to make connections make predictions and visualize the meaning.

Transactional leadership in project leadership styles is based more on “exchanges” between the leader and the follower or workers, in which followers are rewarded for meeting specific goals or performance criteria (Bjorkquist, 2008). Rewards and positive reinforcements are provided or mediated by the leader. Thus transactional leadership discussed in this study was more practical in nature because of its emphasis on meeting specific targets or objectives. Transactional leadership would lead to acceptance of innovation through reinforcement and reward. Transactional theory therefore, proposes that the relationship between the leader and worker is much like that between the river and its banks, each working its effects upon the other, and each contributing to the shape of the river (Bjorkquist, 2008). This analogy was applied to the relationships between stakeholder participation and project performance in this study because the stakeholders work their effects upon the other and each contributes to the project performance. The principles of the transaction theory are similar to the principles of stakeholder participation process and they include inviting response which means to make clear to your audience, emotional and intellectual, as valid starting points for discussion and writing. The principles further include giving ideas time to crystallize, meaning to encourage audiences to reflect upon

their responses preferably before hearing others. It also means finding points of contact among the audience to help them to see the potential for communication among their different points of view. Opening up the discussion to the topics of self, text, and others, indicating that the literary experience should be an opportunity to learn (Andrew, 2007). Other principles are letting the discussion to build; meaning that each should feel free to change their minds, seeking insight rather than victory. Look back to other discussions, other experiences; meaning that they should connect information and reading with other experiences and then look for the next step; that is what might they do next and about what might they write? The principles of instruction implicit in transactional theory are similar to the principles of stakeholders' participation (Kim and Mahoney, (2007). These interactions and transactions in the transaction theory could be applied in the relationships between stakeholders in the project cycle management because all stakeholders are expected to each contribute towards the successful performance of the project.

2.11 Conceptual Framework

The dependent variable in this study "beekeeping project performance" is an indication of results such as increased incomes to women beekeepers, enhanced production of honey and beeswax, delivery of beekeeping projects on time and on budget; prudent utilization of resources; improved quality and quantity of honey; sustainability of the project; and customer satisfaction. The independent variables are information sharing; listening and learning; project assessments; collaboration and decision making; and stakeholder empowerment; with their indicators as shown in figure 1. Project leadership styles are considered to have moderating effects on both the independent variables and the dependent variable.

2.11.1 Relationships between the Variables in the Conceptual Framework

Literature reviewed indicated that successful performance of beekeeping projects is influenced by the level of participation of stakeholders in the participation process. It is therefore important to consider the level of influence of stakeholder participation in the participation process because it is the level of participation that influences how successful the projects perform. The beekeeping projects performance, therefore, have a direct relationship with stakeholder participation process in project planning and management processes. Further literature reviewed indicated that the relationship between the stakeholder participation process and project performance can be influenced or moderated by the project leadership styles. This is important because project leadership styles can either delay or enhance stakeholder participation process and therefore accelerating or slowing down project performance.

The underlying emphasis in this relationship is that there is a direct correlation between stakeholder participation process in project planning, management and project performance. Arnestein's (1969) ladder of community participation, discussed in this study, is a good example and represents varying degrees of stakeholder participation process. The levels of participation were therefore most likely to have a direct bearing on performance of beekeeping projects with the lowest level of passive participation having the least effect while the highest level of self-mobilization having a corresponding higher effect on performance. Other levels in between of this ladder range from participation in information sharing, participation by consultation, functional participation and interactive participation each with its corresponding performance success rates.

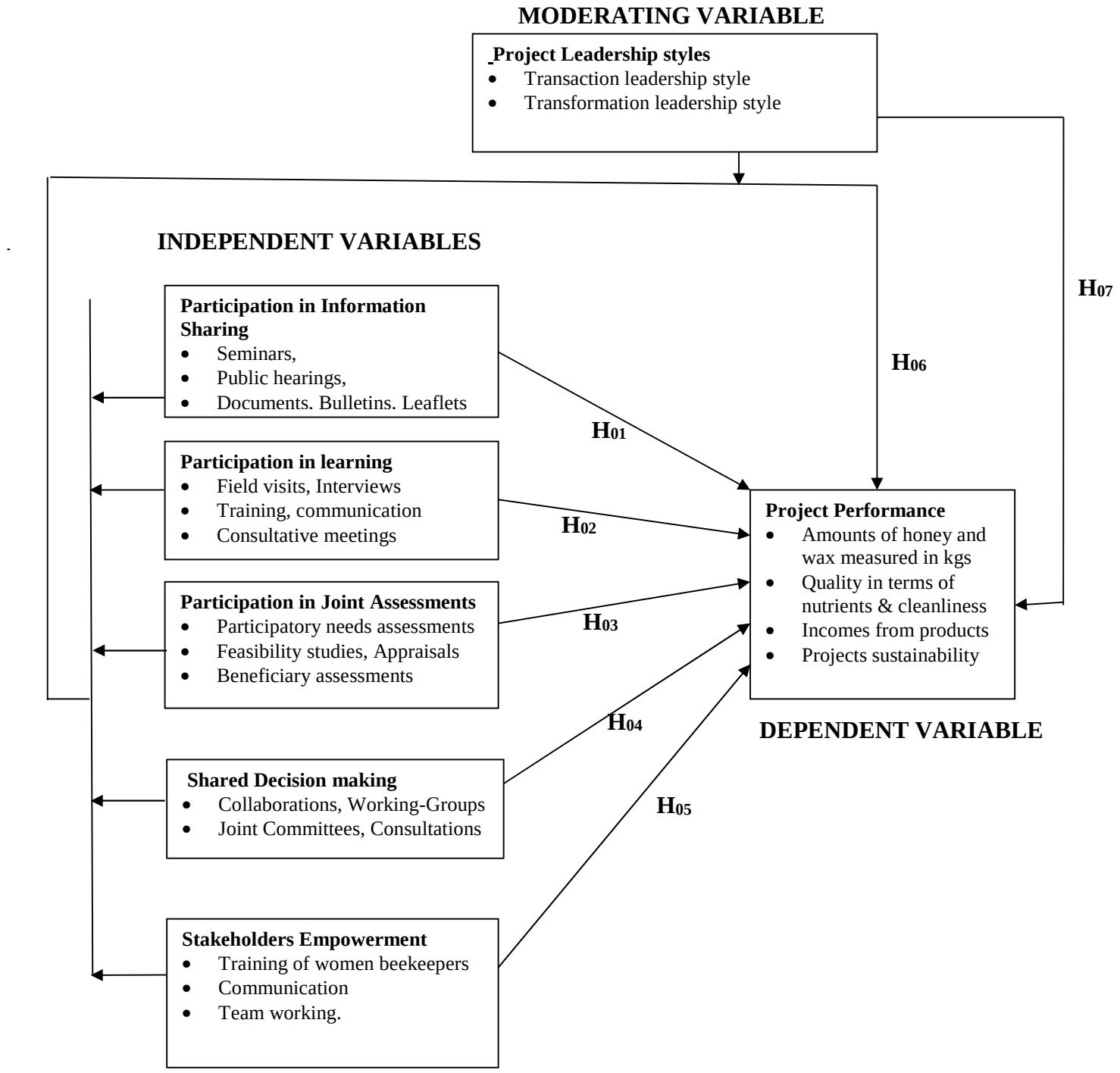

Figure 1: Conceptual Framework

2.12 Summary of Empirical Literature Review

The literature reviewed suggested that there is need to carefully engage stakeholders to participate in beekeeping projects, find their interests and let them positively play their appropriate roles. Nevertheless, there were research gaps that need to be addressed. The Table 2.1 below provides the knowledge gaps addressed by this study.

Table 2.1: Summary of Knowledge gaps

Variables	Study carried out	Objective of study	Findings of study	Knowledge gaps
Stakeholder participation in information sharing	Neskova, M. and Guo, H., (2012)	Public participation and organization performance	Community participation involves the process of informing the public	The gap here was whether information sharing influences project performance? This was the focus of this study.
Stakeholder Participation in learning	McKinsey, (2006)	Organizing for Successful Change Management in Organizations	Learning enhances the capacity to create and provide basis for further thinking	The study concentrated on learning as a tool to create capacity but not as a tool to influence performance.
Stakeholder participation in project assessments	Pretorius, (2012)	Improving Impact evaluation, coordination and use	Time dimension of assessing project success is the most common aspect that should be brought out	The study focused on improving impacts of assessments. This study focused on the influence of the assessments in beekeeping projects.
Stakeholder participation in decision making	Winter, M. and Szcepanek, T. (2008).	Developing a tool for assessing relative influence	Involving stakeholders in decision making	The study focused on building

		of stakeholders on performance of projects.	is essential in building their commitment to the project activities	stakeholders commitment. This study focused on influence of stakeholders' participation in decision making.
Participation in stakeholders empowerment	Mckinney, (2013)	The relevance of participation programs on the employee and organizational quality	Benefits derived from empowerment include stakeholder commitment, quality efficiency and quick responsiveness.	The study focused on relevance and benefits of participation. This study focused on influence of stakeholder participation on performance of projects
Project leadership styles	Robert, N.L. (2010)	Effective project leadership	Project managers are mostly inclined to use transaction style of leadership focusing on basic management processes of planning, organizing, and controlling	The Researcher did not focus on the influence of the leadership styles, which was our focus on this study.
Project performance	Thomas, J.L., and Mully , M.E.,(2008)	Researching the value of project management	Performance is the key to value creation in project and performance management should be part of any project	Focus was on value of performance in projects. This study focused on influence of stakeholder participation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was followed to meet the objectives of the study. It involved establishing research paradigm, philosophy, research design, the target population, sampling and sampling procedure, research instruments, validity and reliability of instruments, methods of data analysis, operational definitions of variables and ethical issues.

3.2 Research Philosophy

The study adopted the Pragmatism philosophy. This philosophy was used to inquire into the experiences of the beekeeping women groups and the key stakeholders in this study. Pragmatism provided the underlying philosophical framework for mixed method approach which was used in this study. According to Gakuu, Kidombo and Keiyoro (2018), Sing (2007), Kaplan (1964) pragmatism is the philosophy of common sense, maintaining that man creates his own values in the course of activity. It uses purposeful human inquiry as a focal point where inquiry is viewed as a continuing process which acknowledges the qualitative nature of human experiences as problematic situations emerge and are recognized. Recognition involves the doubt associated with questioning existing belief systems. Doubt is resolved through critical reasoning and ultimately tested in action. It is the philosophy of common sense, because actions are assessed in light of practical consequences. It is a philosophy of science with logic of inquiry at its centre. It is a reasonable and logical way of doing things or thinking about problems and dealing with specific situations instead of ideas and theories (Mackenzie & Knipe, 2006). Pragmatists believe

that the way an individual perceives phenomena determines the way he or she reacts to it. In this study the way the individual respondents perceived stakeholder participation process influenced the way the project performed.

3.2.1 Research Approach

The study employed a mixed method research approach where quantitative and qualitative approaches were employed concurrently. Leedy (2010) proposed that there are basically two types of research approaches ranging on a continuum from a quantitative to a qualitative approach. The quantitative approach was used to explain social phenomena by establishing a relation between variables whose information was converted into numbers. The qualitative approach, on the other hand was used to obtain a holistic picture of what went on in the women beekeeping projects. The approach suggests that social reality lies within the unit of research and that the act of investigating the reality has an effect on that reality (Leedy, 2010). This approach paid considerable regard to the subjective or qualitative state of the individual beekeepers.

3.3 Research Design

This study employed a combination of descriptive survey, correlational, cross-sectional and observational research designs. The choice of these designs was informed by the descriptive and inferential data analysis which was required in this study. Shield and Rangarjan (2013) stated that descriptive survey is used to describe characteristics of a population or a phenomenon being studied. According to Cooper and Schindler (2003) a descriptive study is concerned with finding out the what, where and how of a phenomenon. Creswell (2012) indicated that correlational

research design is the measurement of two or more factors to determine or estimate the extent to which the values for the factors are related or change in an identifiable pattern. The correlation design was used to determine if there was a relationship between two or more variables. The study determined the relationship between the beekeeping project stakeholder participation process as independent variables, project leadership as a moderating variable and beekeeping project performance as a dependent variable. The cross-sectional design involved using the different women groups who shared common characteristics, and recording information that was observed in the groups compared at one time. Observations were necessary because the researcher was able to observe the ongoing behaviour in the women groups.

3.4 Target Population

The study targeted forty two (42) registered women beekeeping groups within Sub- Counties or Constituencies of Kajiado North, Kajiado Central, Kajiado East, Kajiado south and Kajiado West. According to the Chief Production Officer- Kajiado County each registered group had twenty (20) members. The population size was therefore eight hundred and forty (840) beekeepers. The target population also included five (5) key informants who were purposefully selected from Extension officers, Non-governmental organizations, Donors/Financiers, Community Leaders and Administration Officers from the Sub-Counties of Kajiado County. Sekaran and Bougie (2010) defined a population as an identifiable total group or aggregation of elements (people) that are of interest to a researcher and pertinent to the specified information problem. This includes defining the population from which the sample is drawn. Thus, the

population was defined as the entire group of people the researcher wanted to investigate. In this study the researcher wanted to investigate a population of 845 people as shown in Table 3.1.

Table 3.1: Target population

Category	**Target population**
County Livestock Production Officer	1
Non-governmental officer	1
German Agro Action(GAA)	1
Maasai Community Leader	1
Local chief	1
Women Beekeepers	840
Total	**845**

Table 3.2: Distribution of Target population

Sub-County	Key Informants	Women Groups	No. of Women per group	Target population per sub-county
Central	1 GAA	16	20	321
East	1 NGO	11	20	201
West	1 local Chief	4	20	81
South	1Extension Officer	10	20	221
North	1 Local Leader	1	20	21
Totals				**845**

3.5 Determination of the Sample Size

A sample size is a subset of the population to which the researcher intended to generalize results. Orodho (2003) defined sampling as the process of selecting sampling units from a population of interest. The accuracy of the sample depended largely on the sampling frame such that by studying the sample the researcher fairly generalized the results back to the population from which they were

chosen. According to Sekaran, *et. al.,* (2010) choosing the correct size of sample is a crucial element of the research process. This study used Cooper and Emory formula (1995) for calculating the sample size from the 845 target population, based on the sample for proportions given.

$$n = \frac{N}{1 + N (e)^2}$$

Where: n = the desired sample size

N= the target population under study

e = acceptable margin of error at 5%

$$n = \frac{845}{1 + 845 (0.05)^2}$$

= 272 as Sample size used

3.5.1 Sampling Procedure

This was the process of getting the respondents who would be used in the study as representatives of the target population in all the sub-counties of Kajiado.

The target population was clustered into geographical areas making the five sub-counties of Kajiado. Each cluster was randomly sampled to pick the respondents. The numbers of respondents were proportional to the total number of the target groups as shown in Table 3. Purposive sampling was used to select one member each from key informant stakeholders. Purposive sampling allowed the researcher to use cases that had the required information with

respect to the objectives of this study. There were five (5) purposively selected individuals within the five sub-counties as shown in Table 3.3.

3. 3 Sample Size

Table 3.3: Sample Size

Kajiado Sub-counties	Target population	Sample Size
Central	320	103
East	220	71
West	80	26
South	185	60
North	20	7
Key informants (purposive)	5	5
Totals	845	272

3.6 Methods of Data Collection

Primary data was collected using questionnaires, interview guides and observations. Focus group discussions held with the beekeeping women leaders and purposefully selected key informants in the beekeeping area provided further data. Secondary data was collected from desk top review of existing publications and other authentic documents from Government Departments. The use of more than one method for gathering data ensured methodological triangulation. An interview guide was developed to collect data from the key informants and the focus group discussions.

3.7 Data Collection Instruments

A research instrument in this study was a device that the researcher used to collect data. The following data collection instruments were used in the study:

3.7.1 Questionnaires

The questionnaire were the main instruments for collecting data because it offered an objective means of collecting information about people's knowledge, beliefs, attitudes and behavior concerns (Boynton & Greenhalgh, 2004). Besides being an instrument that can collect a lot of data, a questionnaire is considered easier to administer, analyze and is economical in terms of time and money (Kothari, 2009). The questionnaires in this study mainly consisted of items applying the likert scale with the responses ranging from strongly agree, agree, not sure, disagree and strongly disagree on a 1,2,3,4,5 rating scale. The likert scale tested the attitude of the respondents. The questionnaire consisted of both open- ended and closed ended questions to offer opportunities for comments, suggestions and areas of improvement that made a positive difference in the planning and management processes. The questionnaires were divided into sections, section one: discussed background information, section two: stakeholder participation process in information sharing, section three: Stakeholder participation process in learning, Section four: Stakeholder participation process in project joint assessments, Section five: Stakeholders participation process in decision making and collaboration, Section six: Stakeholder participation process in empowerment, Section seven: Moderating influence of project leadership styles in stakeholder participation process and project performance, Section eight: Performance of women beekeeping projects .

3.7.2 Interview Guide

In addition to questionnaires, semi structured interviews were used to collect in-depth information. This allowed flexibility since it presented an opportunity to restructure questions as

needed (Kothari, 2009). The interviews targeted key stakeholders who included extension officers, non-governmental organizations, community leaders and Administration officers from the five (5) Sub-Counties of Kajiado County. The interviews were face to face which was advantageous since the interviewer probed and noted nonverbal signs that added meaning to the process.

3.7.3 Observations

Observation is the systematic description of events, behaviours, and artefacts in the social setting chosen for study (Patton, 1990). Observations enabled the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study.

3.7.4 Desk Top Review

Document analysis or desk top review was a critical examination of public or private recorded information related to the issue under investigation. Document analysis included reviewing documents and reports from the Libraries, National Government and the County Government of Kajiado concerning the women beekeeping projects, stakeholder participation, project leadership and their performance to supplement the data that was collected from the field.

3.7.5 Pilot Testing of Research Instruments

A pilot test was used to conduct preliminary data analysis before carrying out a full-blown research study. The quality of research instruments determines the outcome of the study (Alan and Emma, 2011). In this study, the researcher carried out a pilot-test for the research

instruments to check for the validity and reliability. This was essentially a test run or rehearsal of the main study. The study was carried out with one randomly selected women beekeepers group in Kajiado central Sub- County. This area was selected because of easy access and facilities in terms of transport and communication and because in many respects the characteristics were similar to that of the other areas under study.

3.7.6 Validity of Research Instruments

Validity refers to the appropriateness, meaningfulness and usefulness of data a researcher collects using a research instrument. The questions of concern in this research were the interpretation of the test results, or determining if the measurements picked the expected variables without contamination from other characteristics. Validity of instruments was determined by examining construct, content, criterion-related and face concepts.

Construct validity is the degree to which an instrument measures the variable it was designed to measure. DeVon *et al.,* (2007) argued that construct validity is supported if the instrument's items are related to its operationally defined theory and concepts. This study conceptualized the variables based on literature review and theories studied by a number of researchers (Miles,et al,2012; Friedman, et al, 2003 ;Bjorkquist,et al,2008) to validate them; thus Construct validity was assured. To ensure content validity, this study considered the variables and their dimensions as searched in the literature (Hogan, Greenfield &Schmidt, 2001). The study then proceeded to seek opinion from the research supervisors as the experts to review the appropriate indicators of the variables and verify consistencies of the questionnaire with the content area.

According to DeVon *et al.,* 2007) criterion-related validity pertains to evidence of the relationship between the attributes in a measurement tool with its performance on some other variable. This criterion should possess relevance (what is judged to be the proper measure); freedom from bias (giving each subject an equal opportunity to score well) and reliability (stable or reproducible) qualities (Kothari, 2009). Face validity involved judgement of whether the measurements of a certain construct appeared to be measuring what it intended to measure. This included clarity of wording; lay out of style; and the likelihood that the target audience answered the questions. To enhance the validity of the instruments, retesting was carried out to determine whether the questions were acceptable, answerable and well understood. According to Nachmias and Nachmias (2007) pilot testing of research instruments is important because it reveals vague questions, unclear instructions and enables the researcher to improve the efficiency of the instruments.

3.7.7 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or scores after repeated trials. The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (Darr, 2005). It refers to the consistency of measurement; the more reliable an instrument is, the more consistent the measure. The pilot study administered questionnaires to randomly selected women beekeepers in Kajiado Central Sub-County. Reliability analysis was carried out using the Alpha coefficient (Cronbach's alpha, 1951). According to Cronbach (1951) the Alpha coefficient ranges in value from 0 to 1 and was therefore used to describe the reliability of factors extracted from dichotomous, that is, questions

with two possible answers and multi-point formatted questionnaires or scales, that was rating scale: 1 = poor, to 5 = excellent. The higher the score, the more reliable the generated scale. Gliem and Gliem (2003) established the Alpha value threshold at 0.6. He stated that 0.6 or higher value is an acceptable reliability coefficient. The indexes in this study were above 0.6, meaning that our instruments were reliable. See Table 4.2.

3.8 Data Analysis Techniques

The data was collected, examined and checked for completeness and clarity. Descriptive, correlation and content methods of analysis were used to analyse the cleaned data. Quantitative data collected using questionnaires was coded, entered and analysed through descriptive statistics using Statistical Package for Social Scientists (SPSS) versions 21 software programme. Frequency tables with varying percentages were used to present the findings. The results of interview guides were taken through critical assessment of each response. The qualitative data was analysed using categorization into themes and narrations of respondents' quotations and verbatim explanations. This data was analysed using thematic interpretation in accordance with the objectives of the study and thereafter presented in narrative excerpts within the report. Stake (1995) described this method of data analysis as a way of analysing data by organizing it into categories on the basis of themes. The procedure assisted in reducing and categorizing large quantity of data into more meaningful units for interpretation. Multiple regression models and correlation were used to show the nature and strength of relationships between the variables.

3.8.1 Multiple Regression Models which Guided the Study

Multiple regression models were adopted from Caffo (2015) and used to establish the linear relationship between the dependent variable y which represented the beekeeping project performance and the independent variables which were represented by variables X_1-X_6 in the following regression models:

$y = a + \beta_1 X_1 + \varepsilon$ where y=dependent variable

$y = a + \beta 2\ X2 + \varepsilon$ a= a constant value

$y = a + \beta 3\ X3 + \varepsilon$ ε=an error term

$y = a + \beta 4\ X4 + \varepsilon$ β=Beta Coefficient.

$y = a + \beta 5\ X5 + \varepsilon$ X=Independent variable.

$y = a + \beta_6 X_5 + \varepsilon$

In these models the dependent variable y**,** represented beekeeping project performance while the independent variables were represented as follows:

X_1- Stakeholder participation in information sharing.

X_2 -Participation in learning.

X_3- Participation in project assessment.

X_4- Participation in decision making.

X_5- Participation in stakeholder empowerment.

X_6- Project leadership styles.

'a' represented a constant in the regression models and shows the autonomous level of beekeeping project performance which was not dependent on any variable.

β_1-β_6 were beta coefficients in the above regression models which measured the nature and strength of relationship between the independent variables X_1-X_6 and dependent variable y.

'ε' was an error term representing beekeeping project performance which had not been captured by the independent variables in the above regression models, also considered as unmeasured variable. A multiple regression model was used to combine all the independent variables in one linear model as:

$$\mathbf{y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \varepsilon}$$

Coefficient of determination (r^2) was used to ascertain the validity of the regression models, in that it measured the variation of the dependent variable that was explained by the independent variables in the models. Correlation tests were performed to determine the nature and strength of relationship between the independent variables and the dependent variable.

3.9 Ethical issues

Respondents in the study were assured of their confidentiality in the study so as to ensure respect for the dignity of participants in the study. Their confidential information was only accessed by the researcher and the supervisors. They were not be required to provide any identifying details and as such, transcripts and the final report did not reflect the subjects' identity such as their names. After the study was completed and a final report written, the tools that were used to collect data were destroyed.

Table 3.4: Operationalization Definition of Variables

Objectives	Variables	Indicators	Measurement Scales	Tools of Analysis	Types of Analysis
	INDEPENDENT				
Determine how stakeholders participation in information sharing influences performance of beekeeping projects	Information sharing	Approaches in information sharing; seminars, public hearings, dissemination of documents	Ordinal	mode median	Content analysis Descriptive statistics inferential statistics
Assess how stakeholders participation in learning influences performance of beekeeping projects	Learning	Field visits, interviews, Communication channels, Consultative meetings.	Ordinal	mode median	Content analysis Descriptive statistics inferential statistics
Establish in what ways stakeholders participation in joint assessments of projects influences performance of beekeeping projects	Project joint Assessments	Participatory needs assessments, Feasibility studies, Appraisals, Beneficiary assessments	Ordinal	mode median	Content analysis Descriptive statistics inferential statistics
Determine how stakeholders participation in shared decision making influences performance of beekeeping projects	Shared Decision Making	Collaborations, working groups, Joint committees	Ordinal	mode median	Content analysis Descriptive statistics
Investigate the extent to which stakeholders empowerment influences performance of beekeeping projects	Stakeholder Empowerment	Trainings, communication, project teamwork	Ordinal	mode median	Content analysis Descriptive statistics inferential statistics
	DEPENDENT				
Assess performance in Beekeeping Projects	Performance in Beekeeping Projects	Increase in kg of honey produced, incomes and improved Quality of honey.	Ordinal	median	Descriptive statistics
	MODERATING				
Determine the moderating role of leadership styles.	Leadership styles	Transaction, Transformation styles	Ordinal	median	Descriptive statistics

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presented data analysis, presentations and interpretation and discussions guided by the study objectives and hypotheses. For each objective, relevant descriptive statistics were given followed by the specific inferential statistics used to test the null hypothesis. The chapter was organized into introduction, general and demographic information; findings, interpretation exploratory analysis and discussions on the findings.

4.2 Questionnaire Return rate and Demographic Information

This section gave the general information on the return rate of the questionnaires and the demographic data. The demographic data was collected to identify the types, ages and the level of education of the respondents engaged in the study.

4.2.1 Questionnaire Return Rate

A total of 272 questionnaires were distributed to women beekeepers in all the five Kajiado sub-counties namely Central, East, West, South and North sub-counties who formed the sample size. Out of these, 217 questionnaires were filled and returned. However, the researcher discarded five of the filled questionnaires. The exclusion criteria entailed having more than three items not filled in a scale, giving multiple responses on items and stating a repeated answer throughout the entire document. The actual numbers of the returned copies of the questionnaire were therefore 212, translating into 77.94 % return rate. Dilliman (2000) stated that 60 per cent return rate in

Social science is considered adequate. The targeted sample size compared with the actual return rate was as presented in Table 4.1.

Table 4.1: Questionnaire Return Rate

		Response		Non Response	
Location	**Sample**	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Central	103	81	29.78	22	8.09
East	71	50	18.38	21	7.72
West	26	20	7.35	6	2.21
South	65	56	20.59	9	3.31
North	7	5	1.84	2	0.74
TOTAL	**272**	**212**	**77.94**	**60**	**22.06**

4.3 Reliability Test

The pilot study involved twenty (20) randomly selected women beekeepers respondents in Kajiado Central Sub-County. Reliability analysis was subsequently done using Cronbach‘s Alpha which measured the internal consistency by establishing if certain items within a scale measured the same construct.

Table 4.2: Stakeholder participation process reliability Analysis

	Cronbach's Alpha	Number of Items
Stakeholder participation in information sharing	0.729	8
Stakeholder participation in learning	0.857	10
stakeholder participation in joint assessments	0.796	7
stakeholder participation in shared decision making	0.803	7
stakeholder participation in stakeholder empowerment	0.824	17
Stakeholder participation in leadership styles	0.723	7

Cronbach Alpha was established for every variable which formed a scale. The table 4.2 shows that stakeholder participation in learning had the highest reliability (α=0.857), followed by stakeholder participation in stakeholder empowerment (α=0.824), then stakeholder participation in shared decision making (α=0.803), stakeholder participation in joint assessments (α=0.796), followed by stakeholder participation in information sharing (α=0.729), while stakeholder participation in leadership styles had the least value (α=0.729). This illustrates that all the six scales were reliable as their reliability values exceeded 0.6 values. Gliem and Gliem (2003) established the Alpha value threshold at 0.6.

4.4 Demographic Data on Age and Level of Education

Participants' demographic characteristics included age, and level of education of the respondents. As shown in Table 4.3, the participants' age ranged from 21years to over 50 years, and education raged between A’ level, O’ level, undergraduate and others as was specified.

Table 4.3: Level of Education and Age

Age	Undergraduate	A Level	O' Level	Non Formal education	TOTAL	
21-31years	1	1	4	19	25	11.8%
31-40years	0	1	2	32	35	16.5%
41-50years	0	1	1	59	61	28.8%
Over51Years	0	0	1	90	91	42.9%
TOTAL	**1(1%)**	**3(1.45%)**	**8(3.81%)**	**200(94.3%)**	**212**	**100%**

Table 4.3 shows that 11.8% (25) of the respondents were aged between 21-31years, 16.5% (35) were aged between 31-40years, and 28.8% (61) were aged between 41-50years, while 42.9% (91) of them were aged over 50 years. In Education 0.5% (1) of the respondents had acquired undergraduate education, 1.4% (3) of them had acquired A' Level, 3.8% (8) had acquired O' level education while a vast majority 94.3% (200) of the respondents had not acquired any formal education .The results show that majority of beekeepers are old people aged over 50years and almost all of them having only formal education.

4.4.1 Age and Marital Status

The findings revealed that majority of the respondents 144- 67.9% were married, 33-15.6% of the respondents were single, 8 -3.8% were divorced, and 7 -3.3% were separated while 20 - 9.4% of the respondents were widowed.

Table 4.4: Age and Marital status

Age	%	Married	Single	Divorced	Separated	Widowed	TOTAL
21-31years	12	7	17	0	1	0	25
31-40years	17	23	9	2	1	0	35
41-50years	29	44	5	3	2	7	61
Over 51 years	43	70	2	3	3	13	91
TOTAL		**144(68%)**	**33(16%)**	**8(4%)**	**7(3%)**	**20(9%)**	**212**

The table 4.4 shows that 7 of those aged between 21-31years were married, 17 single and 1 was separated. 23 of those aged between 31-40years were married, 9 were single, 2 were divorced and 1 was separated. 44 of those aged between 41-50years were married, 5 single, 3 divorced, 2 separated while 7 were widowed. Then 70 of those aged over 51years were married, 2 single, 3 divorced, 3 separated while 13 were widowed. Results show that majority of the respondents were married and over 51years. This indicates that majority of beekeepers in this area are old people.

4.5 Stakeholder Participation in Information Sharing

The first objective of the study was to establish how stakeholder participation in information sharing influences performance of women beekeeping projects. Descriptive statistics for the parameter items were presented in Table 4.5 where stakeholder participation in information sharing was represented by the mean score and standard deviations obtained (SA =

Strongly Agree, A = Agree, N =Neutral, D= Disagree, SD= Strongly Disagree, No=Total number of respondents).

Table 4.5: Stakeholder participation in information sharing

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev**
Focuses on interests in the project	37.7	16.8	14.7	13.1	17.7	212	100	3.9481	0.7035
Motivates stakeholders	39.1	15.4	17.5	10.3	17.7	212	100	2.8915	0.6549
Information is available in good time	36.3	18.1	20.3	10.3	14.9	212	100	3.8396	0.6023
Leaflets and bulletins make distribution easy.	40.5	14	18.9	14.5	12.1	212	100	3.8915	0.6549
Information educates stakeholders	41.8	12.6	14.7	15.8	14.9	212	100	3.7915	0.6549
Information easily documented	43	13.9	13.6	14.8	13.9	212	100	3.6915	0.6549
Information in public hearings understood easily	18.9	14.7	21.3	25.1	19	212	100	3.7396	0.7558

Majority (3.94) of the respondents agreed that the focus of stakeholder participation should be to share information with stakeholders who have an interest in the project. The findings revealed that the information shared should be enough and properly distributed in leaflets and bulletins as was shown by a mean score of 3.89. Other respondents agreed that information shared should be presented in good time as shown by a mean score of 3.8396; and that information shared should aim to educate the project stakeholders. This information should be easily integrated within the project stakeholders. Information is easily understood in public hearing as was shown by mean scores of 3.7396.

The findings therefore showed that the focus of stakeholder participation should be to share information with stakeholders who have an interest in the project and that useful information originating from the project management team should normally be availed to project stakeholders. That information should be availed in good time; should be enough; properly distributed and easily understood by the stakeholders.

4.5.1 Tools Used to Pass Information within a Project

The study sought to find out the tools used to pass over information to the stakeholders. The results were as shown in table 4.6 below;

Table 4.6: Tools used to pass information within the project

Tools used to pass information	Total Respondents	Number Responding to tools used.	Percentage
Seminars	212	187	88.21
Public hearings	212	103	48.58
Radio	212	88	41.51
Leaflets/document	212	23	10.85
Regular bulletins	212	12	5.66

The results from the data collected showed that majority (88.21%) of respondents agreed that seminars were the most frequently used tools to pass information. 48.58% respondents reported the use of public hearing as their preferred tool of information sharing. 41.51% used radio; 10.85% reported the use of leaflets/documents while 5.6% of the respondents reported the use of regular bulletins as their tool to pass information. The findings therefore revealed that majority

of the women beekeeping projects depended on the use of seminars and public hearings as their tools of information sharing.

4.5.2 Methods through which Information was shared within the Projects

The study sought to establish information sharing methods. The results were shown in Table 4.7. Where SA= strongly Agree, A = Agree, N =Neutral, D= Disagree, SD =Strongly Disagree, No= Number of respondents.

Table 4.7: Methods through which information was shared

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev**
Extension workers	39	15.5	14.7	11.7	19.1	212	100	3.479	1.2065
Farm visits	40.4	14.1	17.5	8.9	19.1	212	100	3.952	1.3089
Radio, newspapers	37.6	16.8	20.3	8.9	16.3	212	100	1.330	0.4713
Video, Facebook, short messages	41.8	12.7	18.9	13.1	13.5	212	100	1.230	0.4713
Seminars/workshops	43.1	11.3	14.7	14.4	16.3	212	100	3.896	1.1918
Regular bulletins	13.1	22.9	15.8	31.3	16.9	212	100	1.5	0.7696

The regular methods of information sharing were found to be through farm visits, seminars or workshops and extension workers as shown by mean scores of 3.9528, 3.8962 and 3.4792 respectively. A few of the respondents disagreed on the use of radio, newspapers, Video, Facebook, sms and regular bulletins as methods of information sharing as was shown by mean scores of 1.3302, 1.2302 and 1.5000 respectively. The respondents therefore agreed that most of

the women beekeeping projects relied on the use of farm visits, extension workers and seminars/workshops as their methods of information sharing.

4.5.3 Information Sharing and Performance of Beekeeping Projects

The study sought to establish how information sharing influenced performance of the women beekeeping projects. The results were shown in Table 4.8.

Table 4.8: Information sharing and performance of Beekeeping projects

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STD**
Improves planning and execution of project	41.2	13.3	14.7	13.1	17.7	212	100	3.061	0.7027
Reduces time required for decision-making	42.6	11.9	17.5	10.3	17.7	212	100	3.117	0.7352
Increases quality of decisions made	39.8	14.6	20.3	10.3	14.9	212	100	3.061	0.7794
Reduces time required to complete an activity	44	10.5	18.9	14.5	12.1	212	100	4.721	0.8723
Influences control of activity costs	45.3	9.1	14.7	15.8	14.9	212	100	3.456	0.8384
Results to increased production.	39	11	18.7	13.4	17.9	212	100	3.556	0.8384

Majority (4.72) of the respondents strongly agreed that information sharing reduces the time required to complete project activities and increases production. The sharing improves management of budgets as shown by a score of 3.55. Other respondents agreed that information sharing reduces time required for decision-making as shown by a mean score of 3.12. Others agreed that information sharing improves planning and execution of project activities as was

shown by a mean score of 3.06 and increases the quality of decisions made as shown by a mean score of 3.06. Other respondents strongly agreed that information sharing influences control of project costs and leads to better management of budgets resulting to increased production as shown in Table 4.8.

From the findings it can be deduced that information sharing improves planning and execution of project activities; reduces time required for decision-making, increase the quality of decisions made; reduces the time required to complete an activity; influences control of activity costs, leads to the better management of budgets and results to increased production. Also an informant interview with the Administration officer from Eastern division revealed that information sharing in Kajiado Women beekeeping projects was carried out through; seminars, leaflets, bulletins, written documents and through public hearing.

4.6 Stakeholder Participation in Learning

The second objective of the study was to establish how stakeholder participation in learning influences performance of women beekeeping projects. Learning was to be considered as a process of engaging in education and knowledge exchange. For each of the indicators presented the respondents were subjected to a five-point modified Likert Scale. Descriptive statistics for the parameter items were presented in Table 4.9

Table 4.9: Stakeholder participation in learning

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev.**
Improves performance of project	41.8	9.9	18	12.6	17.7	212	100	3.7217	0.64793
Raises amount of honey and beeswax produced	37.2	13.2	18.8	12.4	18.4	212	100	3.6217	0.64793
Improves the way we handle the activities in project	43.6	14.7	12.3	13.1	16.3	212	100	3.6132	0.59334
There is free exchange of opinions	45	13.3	15.1	10.3	16.3	212	100	3.6698	0.57962
Increases learning of new ideas and systems	42.2	16	17.9	10.3	13.5	212	100	3.6132	0.59334
Discussion and exchange of ideas enhanced	46.4	11.9	16.5	14.5	10.7	212	100	3.7783	0.6256
Communication improved	47.7	10.5	12.3	15.8	13.5	212	100	3.3915	0.89364

Table 4.9 shows that majority (3.77) of the respondents agreed that stakeholder participation in learning improved the performance as a result of discussions and exchange of ideas. Others agreed that their respective projects had improved production as a result of learning new ideas and skills as shown by a mean score of 3.62. Other respondents reported that learning had improved the way they handle their activities within their projects. Free exchange of ideas within the stakeholders was always free exchange of ideas within the projects and that their project performance improved because of learning new ideas and systems as was shown in Table 4.9. Learning in projects was enhanced through communication.

Interviews held with a Non-governmental organization from the northern division also revealed that participation process was being employed and implemented in the women beekeeping

projects in Kajiado County; they confirmed that if all stakeholders were involved through all the participation process, the project would perform better in terms of increased production and quality of honey.

4.6.1 Field Visits Undertaken by Key Stakeholders as a Learning Process

Table 4.10 shows the frequency of field visits undertaken as a learning process.

Table 4.10: Frequency in field visits

Responses	Frequency	Percent
Frequently	46	21.7
Less frequently	166	78.3
Total	**212**	**100**

Table 4.10 show that 166 (78.3%) of the respondents reported that key stakeholders undertook field visits less frequently, while 46 (21.7%) of them indicated that the field visit were undertaken frequently. From these findings it can therefore be deduced that most of the key beekeeping project stakeholders use field visits less frequently as a mean of a learning process.

4.6.2 Communication as a Learning Tool within the Beekeeping Projects

The study sought to establish whether communication was used as a learning tool within the beekeeping Projects. Communication as a learning tool has been considered as being important in education and knowledge exchange with regard to the performance of beekeeping projects (Muya *et, a*l 2013). Descriptive statistics for the indicator items were presented in table 4.11.

Table 4.11: Communication as a learning tool within the beekeeping Projects

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev.**
Improves performance of projects	41.4	12.4	16.3	13.4	16.5	212	100	3.834	0.6857
Project objectives shared and met	44.2	11.3	15.6	12.6	16.3	212	100	3.930	0.5053
Face to face contact improves socialization	48.6	16.7	8.3	11.1	15.3	212	100	3.334	0.5809
Ensures proper record keeping	50	15.3	11.1	8.3	15.3	212	100	3.669	0.4713
Encourage new ideas, questions, and concerns	47.2	18	13.9	8.3	12.5	212	100	3.217	0.848
Communication managed by the project manager and government agents	51.4	13.9	12.5	12.5	9.7	212	100	3.452	1.2962

The results in Table 4.11 revealed that majority (3.93) agreed that their members were able to meet their objectives through communication. Others agreed that knowledge being shared during the project cycle improved their project performance as was shown by a mean score of 3.83. Face to face contact within the respective projects was frequent and had high degree of socialization. Communication was more often in writing to ensure everyone understood and ensured record keeping as was shown by a mean score of 3.66. Further, psychologically safe environments needed to be nurtured where stakeholders were willing to offer ideas, questions, and concerns without being penalized and that most communication originated from the project manager and government agents.

These findings revealed that Communication was coordinated by the project manager and government agents and that communication was more often in writing to ensure record keeping.

Face to face contact within the project was necessary and offered high degree of socialization. The group members were successful in meeting project objectives through communication. These beekeeping groups considered continuous learning processes and the knowledge shared during the project cycle to improve their respective project performance and that increased formal communication with the stakeholders reduced uncertainty. An interview with the community leader from the south location confirmed that "*empowering indicators include training of the women beekeepers, team working and effective communication to reduce uncertainty.*

4.7 Stakeholder Participation in Project Assessments

The study sought to establish in what ways stakeholder participation in beekeeping projects assessments influenced performance of women beekeeping projects. The researcher enquired from the beekeepers whether they knew any established methods of carrying out the project assessments

4.7.1 Methods of Project Assessments

The researcher sought to find out the methods used to carry out joint project assessments. The results were as presented in Table 4.12.

Table 4.12: Methods of Carrying out joint project assessments

Joint Project assessments used	Respondents	Frequency	Percentages
Participatory needs assessments	212	119	56.13
Feasibility studies	212	106	50.00
Appraisals	212	87	41.04
Beneficiary Assessments	212	99	46.70

Majority (56.13%) of the women beekeeping projects relied on participatory needs assessments. 106 (50.00%) reported using feasibility studies, 87 (41.04%) reported the use of appraisals, while 99 (46.70%) reported the use of beneficiary assessments. These findings indicated that while all methods seemed important, most of the women beekeeping projects favored participatory need assessments as an ideal approach towards joint project assessments.

4.7.2 Requirements Necessary to Carry out Efficient Project Joint Assessments

The study sought to establish the necessary requirements needed to achieve efficient beekeeping project joint assessments within the beekeeping projects. Descriptive statistics for the parameter items were presented in table 4.13 Overleaf.

Table 4.13: Requirements necessary to carry out effective Project Assessments

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev**
Information on project	52.7	12.5	8.3	13.8	12.5	212	100	3.953	0.3986
Objectivity of the assessment information	11.9	22.4	11.8	22.6	31.3	212	100	3.005	0.4618
Consistency with the objectives of the project	17.8	39.2	13.8	14.6	14.6	212	100	3.005	0.4618
Use of pertinent skills	66.7	11.6	7.8	7.8	6.1	212	100	3.891	0.3891
Monitoring and Evaluation	77.6	8.5	6.9	4.7	2.3	212	100	3.953	0.3986
Definition of purpose	66.3	12.6	9.4	6.8	4.9	212	100	3.118	0.5595

Majority (3.95) of the respondents agreed that project assessments require that they give information on where a project is at any given time and over time, relative to respective targets and outcomes. In order to carry out joint assessments efficiently, critical factors comprising the use of pertinent skills, sound methods, adequate resources and accountability are required (3.95). Definition of purpose of assessment is necessary (3.50) and that there was need to build monitoring and evaluation systems at every level of assessment 3.12. The respondents agreed that stakeholders should ensure objectivity, credibility of the assessment information that the system produces as was shown by a mean score of 3.00. The assessment system must be consistent with the objectives of the project and activities in support of the strategy and performance requirements of the project. An in-depth interview with the extension officer from Kajiado central also revealed that *"participatory needs assessments, feasibility studies, appraisal and beneficially assessments are some of the joint assessments carried out by stakeholders of a project to enhance beekeeping performance"*.

4.8 Stakeholder Participation in Shared Decision Making

The Researcher sought to find out whether shared decision making has any impact in project performance. Descriptive statistics for the parameter items were presented in table 4.14. Decision making statements were represented by the mean score and standard deviation obtained.

Table 4.14: Stakeholder participation in shared decision making

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev.**
Leads to better management of the project	65.5	9.8	6.6	8.6	9.5	212	100	3.953	0.3986
Better stakeholder commitment	77.3	11.7	6.3	2.4	2.3	212	100	3.005	0.4618
Develops sound relationships	15.6	5.3	6.8	2.5	69.8	212	100	3.005	0.4618
Leads to better performance	66.1	12.2	7.1	2.3	12.3	212	100	1.995	0.9414
Improves quality, effectiveness, and sustainability of the project	71.3	11.9	3.3	3.4	10.1	212	100	3.953	0.3986
Improves performance of project.	77.3	11.7	6.3	2.4	2.3	212	100	3.118	0.5595
Helps to achieve project objectives	69.2	19.4	3.4	3.4	4.6	212	100	3.509	0.7572

Table 4.14 shows that majority (3.95) respondents strongly agreed that participation in decision making leads to better management of projects. Participation of stakeholders in decision making can improve the quality, effectiveness and sustainability of the project as was shown by a mean score of 3.95. Other respondents felt that involving stakeholders in decision making helps to achieve project objectives (3.51) and that joint committees and working groups in the project improve performance of the project (3.12). Other respondents agreed that there was need to involve stakeholders in various stages of decision making through the project cycle to build their commitment as was shown by a mean score of 3.01. There was also need to develop strong relationships with all key stakeholders through shared decision making shown by a mean score of 3.00.The respondents agreed that collaboration in the management activities of their

respective projects will lead to better performance of projects as was shown with a mean score of 1.99.

From these findings it can therefore be deduced that involving stakeholder in decision making helps to achieve project objectives and that joint committees and working groups are necessary. Participation of stakeholders in decision making can improve the quality, effectiveness and sustainability of the project; and collaboration in the management activities of the respective projects will lead to better performance and therefore higher returns. It was also noted that developing strong relationships with all key stakeholders through shared decision making improves performance of the beekeeping projects and that there is need to involve stakeholders in the various stages of decision making through the project cycle to build their commitment.

4.9 Stakeholder Participation in Empowerment

The study sought to establish how the stakeholder participation in stakeholder empowerment influences performance of women beekeeping projects. Descriptive statistics for the parameter items were presented in Table 4.15.

Table 4.15: Stakeholder participation in empowerment

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev**
Enhances performance and enables meet set targets	65.3	11.3	8.3	5.2	9.9	212	100	3.028	1.0705
Enhances communication among members	73.2	7.2	5.7	4.7	9.2	212	100	3.873	0.987
Creates better understanding among members	69.2	12.4	8.4	3.4	6.6	212	100	4.788	0.693
Help exchange of ideas and new knowledge	68.6	10.6	6.8	4.9	9.1	212	100	3.198	1.1305
Creates high degree of trust	69.4	9.4	7.4	5.3	8.5	212	100	3.151	1.2104
Provides information in good time	69.2	12.4	8.4	3.4	6.6	212	100	4.788	0.693
10.6	9.6			4.6	10.6	212	100	4.717	0.9414
Delegates decision making	66.1	12.2	7.1	2.3	10.6	212	100	2.269	1.2725

Table 4.15 shows that majority (4.78) of the respondents agreed that empowerment of stakeholders provides better understanding among stakeholders and provides readily available information. Necessary information is readily available to all stakeholders in good time to enable them make considered decisions for better performance (4.78) and that the stakeholders within the respective projects should be constantly trained to develop and enhance their knowledge and

skills as shown by a mean score of 4.71. Skills training as an empowerment tool enhance performance and enables meet the set targets. Other respondents agreed that their project leaders are enabled to have regular communication among beekeepers so that stakeholders are aware of what is taking place within the project in order to improve production in their projects as was shown by a mean score of 3.87. Respondents also agreed that high degree of trust is created between managers and stakeholders as was shown by a mean score of 3.15. Other respondents agreed that farmers were encouraged to contribute ideas through formal suggestions and the same stakeholders were encouraged to take quick actions to correct problems in their farms and were motivated by autonomy in the final decision-making as shown in Table 4.15.

These findings indicate that skills training enhance project performance and enables stakeholders to meet their set targets and that project management leaders should encourage regular communication to make stakeholders aware of what takes place within the project. The results also indicate that adequate resources should be provided to stakeholders whenever they are required when undertaking their activities. Further, the project management leaders should encourage team working in order to exchange ideas and new knowledge.

High degree of trust should be encouraged and maintained between managers and stakeholders and necessary information should be readily available to all stakeholders in good time to enable them make considered decisions.

4.10 Leadership Styles and Performance of Beekeeping Projects

The study sought to establish whether different leadership styles have different impacts in relation to performance of beekeeping projects. The results were presented in table 4.16.

Table 4.16: Leadership styles and performance of beekeeping projects

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev**
Transformation Leadership enhances performance of projects	73.2	7.2	5.7	4.7	9.2	212	100	4.6604	0.4747
Leaders use technical skills, human skills and conceptual skills	69.2	12.4	8.4	3.4	6.6	212	100	3.7311	0.92279
Transformational style more appealing than transactional leadership	68.6	10.6	6.8	4.9	9.1	212	100	1.7123	0.85832

Table 4.16 shows majority (4.66) of the respondents strongly agreed that Transformation leadership style enhances performance of projects. Other respondents said that their leaders most times used technical skills, human skills and conceptual skills at different stages of project as was shown by a mean score of 3.73. The respondents agreed that the transformational leadership style (the change agent form) is more appealing than transactional (immediate felt needs form) style of leadership as shown by a mean of 1.71.

4.10.1 Project Manager`s Leadership Style and Performance of beekeeping projects

The Researcher wanted to find out the extent to which the project manager leadership style influences the performance of beekeeping projects. Results are presented in Table 4.17.

Table 4.17: Extent t Project manager`s leadership style influences performance

	Frequency	Percent
Very great extent	140	66
Great extent	36	17
Moderate	24	11.3
Little extent	12	5.7
Total	**212**	**100**

Majority 140 (66.0%) agreed to a very large extent that the project manager leadership style influenced the performance of the beekeeping project, 36 (17.0%) agreed to a great extent, 24 (11.3%) agreed to a moderate extent, while 12 (5.7%) agreed to a very little extent. These findings indicate that the project manager leadership style influences the performance of the beekeeping project.

4.10.2 Gains Derived from Project Leadership in Women Beekeeping Projects

The study further sought to establish the benefits derived from leadership experiences in the women beekeeping projects with regard to the performance of the projects. Descriptive statistics for the parameter items are presented in table 4.18 below. Leadership experience statements were represented by the mean score and standard deviation obtained as indicated in Table 4.18.

Table 4.18: Gains in derived from project leadership

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev**
Leadership boosts planning	75.3	6.4	3.5	8.4	6.4	212	100	4.4906	0.76963
Contributes to management	74.3	10.4	2.7	7.3	5.3	212	100	4.4806	0.77963
Leads to effective performing projects	69.4	11.9	5.3	7.5	5.9	212	100	4.3906	0.75963
Leads to efficient and effective performance	68.9	11.8	4.3	8.5	6.5	212	100	4.4906	0.76963
Provides accumulation of technical and workforce knowledge	79.3	6.4	3.5	4.4	6.4	212	100	3.4434	0.60142

Majority of the respondents (4.49) strongly agreed that leadership boosts planning of beekeeping projects. Other respondents said that project managers with long knowledge contribute to better management of beekeeping projects as was shown by a mean score of 4.48. Further, leadership experience is important for effective performance of beekeeping projects as was shown by a mean score of 4.39. A managers' experience provides accumulation of both technical and workforce knowledge as was shown by a mean score of 3.44.

It is important to note that experience provides accumulation of both technical and workforce knowledge. Managers with expansive experience are better placed to design and plan projects. A managers' leadership experience gained over time and employed to manage projects leads to effective performance of beekeeping projects and that project managers require expertise and knowledge to manage successful beekeeping projects.

4.10.3 Project Leadership Experience and Knowledge on Project Performance

The study sought to ascertain the extent to which project leadership experiences and Knowledge influence performance of beekeeping projects. The results were presented in Table 4.19.

Table 4.19: Project leadership experience and Knowledge on Performance

	Frequency	Percent
Great extent	152	71.7
Little extent	36	17
Moderate extent	24	11.3
Total	**212**	**100**

Majority (71.7%) agreed to a very great extent that project leadership experience and knowledge influence performance of beekeeping projects. 24(11.3% respondents agreed that the influence was moderate, while36 (17.0%) agreed that project leadership influences performance in small percentages. Based on these observations it can be concluded that project leadership experience and knowledge influence the performance of beekeeping projects to a very great extent.

4 .10.4 Effects of Leadership Styles on Performance of the Women Beekeeping Projects

The study further sought to establish effects of the various leadership styles with regard to the performance of beekeeping projects. Leadership styles characteristics statements were represented by the mean score and standard deviations obtained as shown in Table 4.20

Table 4.20: Effects of Project Leadership Styles on performance of beekeeping projects

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev**
Transformation leadership facilitates performance	66.3	9.7	6.9	7.3	9.8	212	100	4.4906	0.76963
Transactional leaders help projects achieve objectives	64.7	14.1	7.1	6.9	7.2	212	100	3.8208	0.68563
Visionary leaders enhance project performance	59.3	16.3	10.6	11.6	2.2	212	100	3.8208	0.68563
Different leadership styles have positive or negative performance	75.3	6.4	3.5	8.4	6.4	212	100	4.6604	0.67293
Employees are motivated to perform better	69.4	11.9	5.3	7.5	5.9	212	100	1.3915	0.48924

Table 4.20 shows that majority (4.49) of the respondents strongly agreed that Transformation leadership style facilitates performance of projects and that different leadership styles have positive or negative performance of the beekeeping projects (4.66). Others agreed that Transactional leaders only help projects achieve current objectives as was shown by a mean score of 3.82. Other respondents agreed that visionary leaders create environments that enhance project performance as was shown by a mean score of 3.82.

From these results a general conclusion can be made that transformation styles (development oriented styles) facilitate performance of beekeeping projects and that transactional leaders only help projects achieve current objectives. It therefore follows that different leadership styles have positive or negative correlation on performance of the beekeeping projects and the project managers need to combine people and processes in their managements.

4.11 Performance of Women Beekeeping Projects

The performance of the project was shown in Table 4.21.

Table 4.21: Indicators of performance in women beekeeping projects

	Degree of Agreement								
	SA	**A**	**N**	**D**	**SD**	**No**	**%**	**Mean**	**STDev**
Project completed within the required time	69.4	9.4	7.4	5.3	8.5	212	100	4.774	0.4195
Project completed within the allocated budget	69.2	12.4	8.4	3.4	6.6	212	100	4.717	0.56358
Honey and beeswax production raised to the recommended levels of 30kgs and 3kgs	64.6	10.6	9.6	4.6	10.6	212	100	4.387	0.68249
Higher levels of incomes achieved	66.1	12.6	7.4	2.3	11.6	212	100	4.774	0.4195
The project more profitable and sustainable	72.3	10.9	3.3	3.4	10.1	212	100	4.717	0.56358
Honey quality raised in terms of water content(18%) free from impurities, and acceptable odour	77.3	11.7	6.3	2.4	2.3	212	100	4.387	0.68249
Stakeholders more interested in beekeeping enterprises	76.3	10.3	7.8	3.6	2	212	100	4.774	0.4195

Table 4.21 shows that majority (4.77) of the respondents strongly agreed that the project was completed within the required time and that the beekeepers achieved higher levels of income from the beekeeping project. Further, the Stakeholders became more interested in beekeeping enterprises. Others felt that the beekeeping project would be completed within the project allocated budget as shown by a mean score of 4.71 and that honey and beeswax production would be raised to the recommended levels of 30kgs and 3kgs respectively.

From the descriptive statistics it can be adduced that if the stakeholders got involved and participated in the process of stakeholder participation then the stakeholders would be more interested in beekeeping enterprises and that the beekeepers would achieve higher levels of production of honey and bees- wax. The enterprise would be more profitable, sustainable and would have better quality products. Stakeholder participation process would raise honey and beeswax production to the recommended levels of 30kgs and 3kgs respectively. The project would be completed within the required time and within the project allocated budget; and beekeepers would achieve higher levels of income from the beekeeping project.

4.12 Inferential Statistics

This study adopted a multiple regression model $y= a + \beta_1X_1+ \beta_2X_2+ \beta_3X_3+ \beta_4X_4+ \beta_5 X_5+ \beta_6X_5+ \varepsilon$ adopted from Caffo (2015) to establish the linear relationships between the dependent variable y representing the beekeeping project performance and the independent variables which were represented by variables X_1-X_6. The researcher used statistical package for social sciences (SPSS V 20.0) to code, enter and compute the measurements of the multiple regression. Coefficient of determination, analysis of variance (ANOVA) and Kruskal Wallis tests were conducted.

4.12.1 Regression Coefficient

A regression coefficient model was used to determine the mean change in the response variable - performance of beekeeping projects, for one unit of change in one predictor variable - information sharing, learning, joint assessments, shared decision making, stakeholder

empowerment and moderating variable leadership styles, while holding other predictor variables in the model constant. The results were shown in Table 4.22.

Table 4.22: Regression Coefficient Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
1	B	Std. Error	Beta		
(Constant)	1.308	1.342		1.623	0.357
Information Sharing	0.558	0.310	0.172	4.342	.0276
Learning	0.785	0.322	0.067	3.542	.0202
Joint Assessments	0.620	0.245	0.148	3.458	.0249
Shared decision Making	0.731	0.156	0.210	3.532	.0285
Stakeholders Empowerment	0.765	0.131	0.433	3.839	.0260
Leadership styles	0.770	0.248	0.394	4.462	.0145

The results in Table 4.22 were substituted in the flowing multiple regression equation:-

$y = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \varepsilon$ to become

y= 1.308+ 0.558X1+ 0.785X2+ 0.620X3+0.731X4+0.765X5+0.770X6+e.

The interpretation was that the multiple regression equation above established that taking all factors into account (information sharing, learning, joint assessments, shared decision making, and stakeholder empowerment and leadership styles) and holding them at a constant zero, performance of beekeeping projects was 1.308 as in Table 4.22. The results showed that taking all other independent variables at zero, a unit increase in stakeholder participation through information sharing lead to a 0.558 increase in performance of the beekeeping projects; a unit increase in stakeholder participation through learning lead to a 0.785 increase in performance of beekeeping projects; a unit increase in stakeholder participation through the joint assessments

lead to a 0.620 increase in performance of beekeeping projects and a unit increase in stakeholders participation in shared decision making lead to a 0.731 increase in performance of beekeeping projects; a unit increase in stakeholders participation through the stakeholders empowerment lead to a 0.765 increase in performance of beekeeping projects and a unit increase in stakeholders participation through leadership styles lead to a 0.770 increase in performance of beekeeping projects. These results indicated that stakeholders' participation through learning contributed the highest percentage to performance of beekeeping projects, followed by stakeholders' participation through leadership styles. Stakeholders' participation in shared decision making was next, then stakeholders' participation through the stakeholders' empowerment while stakeholders' participation through joint assessments contributed the least to performance of beekeeping projects in that order.

At 5% level of significance and 95% level of confidence, stakeholder participation through information sharing had a .0276 level of significance; stakeholders participation through learning showed a .0202 level of significance; stakeholders participation through joint assessments showed a .0249 level of significance and stakeholders participation through shared decision making showed a .0285 level of significance; stakeholders participation through stakeholder empowerment showed a .0260 level of significance while stakeholders participation through leadership styles showed a.0145 level of significance. The results showed that all the variables were significant ($p<0.05$) with stakeholders participation through learning being the most significant and stakeholders participation through shared decision making being the least significant.

4.12.2 Coefficient of Determination

The researcher carried out a multiple regression analysis in order to explain how much variability of the dependent variable was caused by the relationship with the independent variables. The researcher applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the study. The Coefficient of determination explained the extent to which changes in the dependent variable were explained by the changes in the independent variables. The results are shown in Table 4.23.

Table 4.23: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.788[a]	.621	.610	.43956

The results in Table 4.23 indicated that the six independent variables that were studied explained 61.0% of the beekeeping projects performance as represented by the adjusted coefficient of determination (R^2). This meant that other factors not studied in the research contributed 39.0% of the beekeeping projects performance.

4.12.3 The Analysis of Variance (ANOVA) Test

Analysis of Variance (**ANOVA**) consisted of calculations that provided information about levels of variability within the regression model and formed the basis for tests of significance. From the results in Table 4.24 the significance value was 0.003 which was less than 0.05 as recommended (Weisberg, 2005).

Table 4.24: ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.424	6	.208	2.34	0.003[a]
	Residual	5.375	20	.232		
	Total	6.799	29			

a. =Predictors: Information sharing, learning, joint assessments, shared decision making, stakeholder empowerment and leadership styles.
b. =Dependent Variable: Performance of Beekeeping project

The interpretation here was that the model was statistically significant in predicting how stakeholder participation process in information sharing, learning, joint assessments, shared decision making, empowerment and leadership styles influenced the performance of the beekeeping projects. The F critical at 5% level of significance was 2.34 and Since F calculated was greater than the F critical (value = 2.21), this showed that the overall model was significant in predicting how the independent and moderating variables influenced the performance of the women beekeeping projects.

4.12.4 Kruskal Wallis Test

The researcher carried out the Kruskal Wallis test to test how the independent variables influenced the performance of the beekeeping projects. For the variable to be effective, the level of significance was expected to be >0.05. The data collected and all the variables yielded varied Chi-square results at 1 degree of freedom. The results are presented in Table 4.25.

Table 4.25: Kruskal Wallis Test Results

	Stakeholder participation in information sharing.	Stakeholder participation in learning.	Stakeholder participation in projects joint assessments	Stakeholder participation in shared decision making	Stakeholder participation in stakeholder empowerment	Stakeholder participation in Leadership styles.
Chi-Square	1.846	3.068	0.015	0.554	0.381	1.011
df	1	1	1	1	1	1
Asymp. Sig.	.174	0.080	0.901	0.457	0.537	0.786

a. Kruskal Wallis Test **b**. Performance of Beekeeping Projects.

The Table 4.25 showed that stakeholder participation in information sharing yielded a Chi-square measure of 1.846. For the variable to be effective, the level of significance was expected to be >0.05. Participation in learning yielded 3.06; stakeholder participation in projects joint assessments yielded 0.554; stakeholder participation in shared decision making yielded 0.554; stakeholder participation in stakeholder empowerment yielded 0.381 and stakeholder participation in leadership styles yielded 1.011. The level of significance for stakeholder participation in information sharing was 0.174; stakeholder participation in learning was 0.080; stakeholder participation through projects joint assessments was 0.901; stakeholder participation through shared decision making was 0.457; stakeholder participation through stakeholder empowerment was 0.537, while stakeholder participation through leadership styles was 0.786.The conclusion was therefore that all the variables had their level of significance being greater than 0.05, concluding that all the variables were significant in influencing performance of the women beekeeping projects.

4.13 Test of Hypothesis

This study tested the following Null hypothesis;

Ho_1 =There was no influence of information sharing on performance of beekeeping projects.

Ho_2 =There was no influence of listening and learning on performance of beekeeping projects.

Ho_3 =There was no influence of project joint assessments on performance of beekeeping projects.

Ho_4 = There was no influence of shared decision making on performance of beekeeping projects.

Ho_5 = There was no influence of stakeholder empowerment on performance of beekeeping projects.

Ho_6 = There was no influence of the entire participation process on performance of women beekeeping projects in Kajiado County.

Ho_7 = There was no moderating influence between leadership styles, stakeholder participation process and performance of beekeeping projects.

The results were shown in Table 4.26.

Table 4.26: Test of the Hypothesis

	Variable	Test	Sig.	Decision
Ho_1	There was no influence of information sharing on performance of beekeeping projects.	One- Sample Chi-Square Test	0.981	Reject the hypothesis
Ho_2	There was no influence of learning on performance of beekeeping project	One- Sample Chi-Square Test	0.801	Reject the hypothesis
Ho_3	There is no influence of project joint assessments on performance of beekeeping projects.	One- Sample Chi-Square Test	0.963	Reject the hypothesis
Ho_4	There was no influence of shared decision making on performance of beekeeping projects.	One- Sample Chi-Square Test	0.963	Reject the hypothesis
Ho_5	There was no influence of stakeholder empowerment on performance of beekeeping projects.	One- Sample Chi-Square Test	0.981	Reject the hypothesis
Ho_6	There was no influence of the entire participation process on performance of women beekeeping projects in Kajiado County	One- Sample Chi-Square Test	0.368	Reject the hypothesis
Ho_7	There was no moderating influence between leadership styles, stakeholder participation process and performance of beekeeping projects	One- Sample Chi-Square Test	0.817	Reject the hypothesis

The results in Table 4.26 showed that the entire null hypothesis were rejected because the results showed that all the variables yielded a level of significance of >0.05. It therefore indicated that the variables positively and significantly influenced performance of women beekeeping projects.

This meant that all the independent variables tested had a significant impact on the dependent variable which was performance of women beekeeping projects.

4.14 Discussion of the Findings

The findings from the data analysis established that there was a positive and significant influence of stakeholder participation process on performance of the women beekeeping projects. The findings answered our research questions in that stakeholder participation in information sharing; participation in learning; participation in joint assessments of projects; participation in decision making; participation in stakeholder empowerment and leadership styles influenced performance of women beekeeping projects in Kajiado County. Our objectives were therefore achieved through all stages of stakeholder participation process as discussed below.

4.14.1 Stakeholder Participation in Information Sharing

The findings were that project stakeholders shared information with other stakeholders who had an interest in the project and that useful information originating from the project management office was availed to project stakeholders. Leisyte, *et al.,* (2014) advised that stakeholder participation should be encouraged in order to promote improved management and production. Stakeholder information should be provided in good time and it should be enough and properly distributed. These findings concur with those of Neshkova, *et al.,* (2012) who observed that community participation involves the process or activity of informing the public and inviting them to have input into the decisions that affect them. Further, the study findings showed that majority of the women beekeeping projects depended on the use of seminars (88.21%) and

public hearings (48.58%) as their tools of information sharing while relying on the use of farm visits (with mean of 3.9) extension workers (with a mean of 3.47), and seminars or workshops (3.89) as their methods of information sharing.

From the findings on participation in information sharing in projects it would be safe to conclude that stakeholder participation process in information sharing eventually improves planning of project activities (as was recorded with a mean of 4.72); it reduces time required for decision making (3.72); increases the quality of decisions made (3.55); reduces the time required to complete an activity (3.45); and influences control of activity costs (3.12) leading to better management of projects and resulting in increased production as reported in Table 4.8 in this study.

The results of the relationship between the dependent variable (Performance of projects) and the independent variables using regression analysis showed that taking all other independent variables at zero, a unit increase in information sharing would lead to a sizeable increase (0.56) in performance of the beekeeping projects. At 5% level of significance and 95% level of confidence, stakeholder participation in information sharing showed a .0276 level of significance.

The results from the Kruskal Wallis test on the data collected at 1 degree of freedom stakeholder participation in information sharing yielded a Chi-square measure of 1.846 and the level of significance was 0.174. For the variable to be effective, the level of significance should be >0.05

indicating that stakeholder participation in information sharing was significant. The null Hypothesis test revealed that the variables yielded a level of significance of >0.05. These results showed that the stakeholder participation in information sharing positively influenced project performance. An interview with the Extension Officer from Kajiado central sub-county conformed to the above findings by stating that "*stakeholder participation process involved information sharing"*.

Lapenu and Pierret (2005) found that stakeholder participation in information sharing is an integral part of a stepwise process of decision making. They asserted that at different project phases, involvement may take the form of sharing information, consulting, dialoguing, or deliberating on decisions. This is a meaningful part of formulating and implementing good policy. Specific information sharing initiatives may be seen as part of an ongoing relationship among the different societal partners who are concerned in the project (Lapenu & Pierret 2005). Stakeholder participation in information sharing should therefore not be viewed as convenient tools for "public relations", image building, or winning acceptance for a decision already taken behind closed doors.

4.14.2 Stakeholder Participation in Learning

The study results indicated that women beekeeping projects in Kajiado County improved their production by learning new ideas and skills as a result of learning new ideas and skills improvement; and that performance of the projects improved as a result of engaging in education seminars, farm visits and exchange of knowledge. According to Garvin (2008), deliberate

learning processes are regarded as key to the success of any project. The scope of these processes would be interviews, field visits, consultations, intelligence gathering, customer and technological information. This study found that continuous learning improved the way stakeholders handled activities within their respective projects and free exchange of opinions by the stakeholders should always be encouraged within the beekeeping projects.

Further, the respondents in the study confirmed that the women beekeeping projects performance improved as a result of learning new ideas. Alternative views amongst the stakeholders were accepted without embarrassment in most cases which was attributed to the good performance of the beekeeping projects. Discussion and exchange of ideas was often encouraged within the beekeeping projects while learning among the beekeeping project stakeholders was enhanced through communication. These findings were in line with Lawson and Price (2003) who stated that stakeholders should collaborate by making information available where and when needed, routinely capture process data to discover how work is being done and studied in an effort to find ways to improve through listening and learning.

An in depth interview with the community leader from Kajiado south confirmed that "*empowering indicators include training of the women beekeepers, team working and effective communication*". Robbins, (1993) also contended that increasing formal communication with shareholders reduces uncertainty by lessening ambiguity and conflict. Projects can use effective communication as a learning tool to shape stakeholders perceptions. Torrington, (2012) alluded that many projects find effective communication as a training tool, key to their overall ability to

compete and get outcomes. This is because the frequency with which changes occur makes it necessary to continually inform stakeholders about what is going on within the learning process. Barney (2004) also found out that to attain an advantage over their competitors stakeholders need to develop resources that are socially acceptable. It can therefore be deduced from the information that one way that such resources can be created is through effective interaction with project stakeholders and learning processes.

4.14.3 Stakeholder Participation in Project Assessments

The findings on stakeholder participation in assessments showed that clear definition of purpose and scope of joint assessment help when making joint assessments. The findings indicated that monitoring and evaluation systems in projects should be built in such a way that there is a demand for results information at every level that data are collected and analysed. This finding was corroborated by Nyonje, *et. al, (*2012) who stated that Monitoring and Evaluation systems should be built in such a way that there is a demand for results information at every level that data are collected and analyzed. In order to carry out joint assessments efficiently, critical factors should comprise the use of pertinent skills, sound methods, adequate resources and accountability. The assessment system must be consistent with the objectives of the project and activities in support of the strategy and performance requirements of the project. Kusek and Rist, (2004) also noted that the assessment systems must be consistent with the values at the heart of the project and work in support of the strategy and performance requirements of the project

There is need to ensure objectivity and credibility of the assessment information that the system produces and that joint project assessments should give information on where a project is at any given time and over time, relative to respective targets and outcomes. The use of participatory need assessments was recognized to be an ideal approach towards joint project assessments. An in-depth interview with the Extension Officer from Kajiado Central revealed that *"participatory needs assessments, feasibility studies, appraisal and beneficially assessments are some of the joint assessments carried out by stakeholders of a project to enhance beekeeping performance"* Kusek & Rist (2004) also contends that an assessment system involves information gathering, participatory needs assessments, beneficially assessments and synthesis, reflection, and reporting processes; along with the necessary supporting conditions and capacities required for the outputs of assessments to make valuable contributions for decision making which enhances beekeeping performance.

Lapenu and Pierret (2005) posited that the project assessment phase defines a project. They continued to state that the assessment phase offers strategic alternatives according to five guidelines: resolution, replacement, integration, re-aggregation, and balance. According to Lapenu and Pierret (2005) this assessment estimates how the strategy can improve the relationships between a project and its stakeholders and contribute towards performance. The assessment phase makes a detailed action plan for a final strategy and implements and monitor performance of the project continuously.

4.14.4 Stakeholder Participation in Shared Decision Making

The findings in this phase revealed that involving stakeholders in shared decision making was helpful in planning and achieving project objectives. Joint committees and working groups in beekeeping projects should be put in place in order to discuss and formulate rules of procedure and activities in the project. Participation of stakeholders in decision making improves the quality, effectiveness and sustainability of the project. This finding resonates well with Crawford (2005) who concluded that there was significant evidence that stakeholder participation in the shared decision making can improve the quality, effectiveness and sustainability of projects, enhance commitment, and eventual benefits to the stakeholders.

The results indicated that collaboration in the management activities of the respective projects lead to better performance of projects and therefore higher returns; and that developing strong relationships with all key stakeholders through shared decision making process was essential for the performance of the beekeeping projects. Crawford, (2006) states that a stakeholder with both higher power and interest in a project is considered to have more influence than one with lower power or interest There is need therefore to understand the stakeholders expectations and involve them in the various stages of decision making through the project cycle in order to build their commitment to the project.

Results from interviews held with Extension Officers revealed that "stakeholders *need to be involved in various stages of decision making through the project cycle to build their commitment*". These are in line with the findings of Bahreldin *et al*, (2011) who stated that

particular importance of stakeholders stems from the explicit recognition that there are different levels of participation and states that participation should be considered as a process involving several levels. Alexander (2002) also alludes that the advantages of an effective stakeholder's dialogue is to enhance mutual understanding of project goals and interests, and it leads to an early identification and dissolution of possible issues which thus prevents costly incidents and regulatory conflicts that can lead to time and cost overruns. He posits that the establishment of shared decision making within the project initiation stage would minimize surprises and provide a higher level of acceptance from the project team, client and stakeholders. Subsequently he maintains that participation of stakeholders in shared decision making makes the project more credible and attractive for investing and financing.

4.14.5 Stakeholder Participation in Empowerment

The study found out that stakeholder participation in stakeholder empowerment through skills training enhanced performance of the projects and enabled the stakeholders to meet their set targets. This was true because according to Robbins (2008), stakeholder empowerment is one of the primary requirements of quality improvement in the work place. The findings found out that the project management team encouraged regular communication with their farmers and other stakeholders so that stakeholders were aware of what was taking place within the project. This shows that empowering project stakeholders would be particularly important in order to achieve high performance in the projects. Mc Kinney (2013) alluded that the benefits that can be derived from empowerment include stakeholder commitment, efficiency, quick responsiveness, customer satisfaction, quality products and services. The findings also indicated that adequate resources

including finances, information, tools and equipment should be provided to stakeholders whenever they are required when undertaking their activities. Further, in order to empower stakeholders even more, the project management team should encourage team work in order to exchange ideas and new knowledge. Necessary information should be readily available to all stakeholders in good time to enable them make considered decisions; and stakeholders within the respective projects should be constantly trained to develop and enhance their knowledge and skills and thus be empowered to effectively engage in their respective projects. Koontz (2012) suggested that by empowering stakeholders, every stakeholder will have the power to be innovative and ensure good performance.

This study found that taking all factors into account, there was a positive relationship between stakeholder empowerment and performance of beekeeping projects $p<0.05$. This meant that stakeholder participation process in stakeholder empowerment has potential to significantly influence positive performance of beekeeping projects. Robbins, (2008) contended that stakeholder empowerment is one of the primary requirements of quality improvement in the work place, he maintained that empowerment is a process of enabling an individual to think, behave, take action, control work and make decisions in an autonomous way. Empowerment allows stakeholders to work independently and become creative hence bringing in innovative culture in the project output. The findings agreed with the views of Barney (2001**)**, who posited that projects which wish to attain an advantage over their competitors need to have resources that are socially agreeably achieved through stakeholder empowerment.

4.14.6 Stakeholder Participation Process and Leadership Styles

In stakeholder participation process and leadership styles, the study findings revealed that project completion on budget and on time was an indication of good project leadership style. The respondents agreed that project manager's leadership style influences project performance.

According to Robert (2010), project managers are mostly inclined to use Transactional style of leadership which focuses on the basic management process of controlling, organizing, and planning. The respondents indicated that a beekeeping project ran by a manager with good leadership skills is most likely to perform well and that a project manager's leadership style influences morale of project stakeholders and therefore performance of the beekeeping project.

The finding was supported by Keegan and Den Hartog (2004) who stated that leadership styles in projects are very important. It was also revealed that different leadership styles are required at different levels of beekeeping project planning and management and that the type of useful skills encountered in most of the projects should include technical skills, human skills and conceptual skills. Crawford, et al., (2006) found out that transformational leadership behavior of portfolio managers was positively related to project performance. It is important to note that a manager's experience provides accumulation of both technical and workforce knowledge such that managers with expansive experience are better placed to design beekeeping projects. The project manager's leadership experience gained over time and employed to manage projects according to this study, leads to effective performance of beekeeping projects and that project managers require expertise and knowledge to manage successful beekeeping projects.

Expansive leadership experience is important for planning and supervising beekeeping projects. The study revealed that transformation style facilitates performance of beekeeping projects. Waldman and Atwater (1994) study found that transformational leadership of higher level managers positively influenced project outcomes (in terms of quality, cost, time and stakeholders satisfaction). A study on the impact of portfolio manager's transformational leadership style on project performance by Crawford, et al., (2006) found out that transformational leadership behavior of portfolio managers was positively related to project performance and that transactional leaders only help projects achieve current objectives.

The regression test results in this study established that taking all factors into account, performance of beekeeping projects was 1.308, and that taking all other independent variables at zero, a unit increase in the stakeholder participation in leadership style lead to a 0.770 increase in performance of beekeeping projects, while at 5% level of significance and 95% level of confidence, the stakeholder participation in leadership style showed a 0145 level of significance. This shows that the variables were significant ($p<0.05$). Results from Kruskal Wallis test on the variables yielded varied Chi-square results at 1 degree of freedom. For the variable to be effective, the level of significance was to be >0.05. The stakeholder participation in leadership style had its level of significance being greater than 0.05. The test of the null hypothesis was rejected meaning that stakeholder participation in leadership styles influenced project performance. An in-depth interview with a representative from the non-governmental Organization revealed that *"project leadership styles affect both the participation process and project performance"*. Robert, (2010) alluded that project managers are mostly inclined to use

transactional style of leadership which focuses on the basic management process of controlling, organizing, and planning and maintains that transaction leadership style involves motivating and directing followers primarily through appealing to their own self-interests. The leader believes in motivating through a system of rewards and punishment.

Delaney (2006) postulates that project leadership is an integral part of a stepwise process of decision making. At different phases, leadership may take the form of sharing information, consulting, dialoguing, or deliberating on decisions; it should be seen as a meaningful part of formulating and implementing good policy. Specific leadership initiatives may be seen as part of an ongoing relationship among the different societal partners who are concerned by the project deliberations. Delaney (2006) emphasis that stakeholder leadership styles should not be viewed as convenient tools for “public relations”, image building, or winning acceptance for a decision taken behind closed doors. Involving relevant stakeholders throughout the strategic processes of stakeholder participation process is very important in broadening support for policy and activities. This would avoid conflicts and generate as much support as possible for the success of the project over time ,which can only be determined by the appropriate leadership styles.

4.14.7 Performance of the Women Beekeeping Projects

The findings on the performance of the women beekeeping projects established that when the stakeholders participate in the stakeholder participation process through the process of sharing information, learning, joint assessments, collaboration, decision making, and stakeholder empowerment in the project cycle; the stakeholders become aware, knowledgeable and interested

in the beekeeping enterprise. In this way the project is completed within the required time and within the project allocated budget; and that the beekeepers achieve better quality honey and beeswax. This resonates well with Davies (2004) who equated project performance to project success and concluded that project performance means project success. The study findings also revealed that the stakeholder participation process influences performance of the projects and thus makes the beekeeping project more profitable and sustainable. Further, the beekeepers would achieve higher levels of income from the beekeeping project. The participation process therefore improves honey and beeswax production and raises production to the current recommended levels of 30kgs and 3kgs respectively. According to the PMBOK (2013) project management team commences a project with the aim of ensuring that it will achieve its goals and objectives. Performance is therefore, often identified as the ultimate dependent variable on projects.

The findings of this study were in agreement with the views of Scott (2000) who posited that proper stakeholder participation process leads to increased efficiency and reduction of costs in the project operations; which is achieved through greater cooperation and participation of stakeholders in the realization of strategic objectives of the project. Scott (2000) maintains that this can further be realized through an integrated stakeholder involvement which is a key initiative towards achieving the organization's strategic objective. He further states that performance is easily achieved when a firm cultivates better stakeholder participation practices

which enhance increased outputs, greater cooperation and coordination with the key stakeholders. This leads to a successful implementation process and thus achieves the project goals.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the summary of the findings. The Chapter outlined conclusions made from the study as well as the recommendations and suggestions for further research, based on the findings.

5.2 Summary of the Findings

The researcher analysed the data collected, interpreted and discussed the results. In carrying out all the analysis references were made to the relevant research objectives, research questions, the questionnaires responses, the null research hypotheses and the data, in order to maintain focus on the study.

The study revealed that the focus of stakeholder participation process should be to share information with and gather input from stakeholders who have an interest in the project. It was found that information originating from the project management should normally be presented to project stakeholders in order to increase their awareness and increase performance of beekeeping projects. The results indicated that project information should be given in good time; and that the information shared should be enough and properly distributed. This information should be easily integrated and understood by all stakeholders. The findings further revealed that most (88.21%) of the beekeeping projects used seminars as their best mode of information sharing. This was followed by use of public hearing (48.58%). Respondents preferred the use of radio (41.51%) as

compared to the use of leaflets and documents (10.85%) while (5.6%) of the respondents preferred the use of regular bulletins as the mode of information sharing. The results of the study indicated that the women beekeeping projects relied heavily on the use of extension workers, farm visits and seminars or workshops as methods of information sharing.

The respondents observed that the women beekeeping projects had improved their production as a result of learning new ideas and skills improvement. The performance of many beekeeping projects had improved as a result of engaging in education seminars, farm visits and exchange of knowledge. Continuous learning influenced the way stakeholders handled their activities within their respective projects. Respondents indicated that free exchange of opinions by the stakeholders should always be encouraged within the beekeeping projects.

These findings revealed that the six independent variables that were studied, explained 61 per cent of the beekeeping projects performance. This therefore meant that other factors not studied in the study contributed 39 per cent of the beekeeping projects performance.

At 5% level of significance and 95% level of confidence, stakeholder participated in information sharing at 0.0276 level of significance; stakeholders' participation in learning was at 0.0202 level of significance; stakeholder participated in joint assessments at 0.0249 level of significance and stakeholder participated in shared decision making at a significance level of 0.0285. Stakeholders also participated in the stakeholder empowerment at 0.0260 level of significance and stakeholder participation through leadership styles showed 0.0145 level of significance ($p<0.05$). These

findings indicated that all the variables were significant ($p<0.05$) with stakeholder participation through learning being the most significant and stakeholder participation through shared decision making being the least significant.

5.3 Conclusions

The researcher considered the stakeholder participation process in its stages of progression. In the stakeholder participation in information sharing stage the researcher concluded that information sharing eventually improves planning of project activities; reduces time required for decision-making; increases the quality of decisions made; reduces the time required to complete an activity; and influences control of activities costs. At the same time stakeholder participation in information sharing leads to better management of budgets which results to increased production. This study tells us that information shared among project stakeholders should be easily understood; and that the use of seminars, public hearings, extension workers, farm visits, and workshops are favourable modes of information sharing. It can therefore be concluded that information availability enhances project performance in terms of increased honey production (25-30kg per hive), higher quality in cleanliness and good moisture content (at 18-20%) and ultimately higher incomes.

It can be concluded that stakeholder participation in learning and the knowledge being shared during the project cycle help improve project performance. The study concluded that face to face contact within the project should be frequent and exchange of ideas should be encouraged.

Learning among the beekeeping project stakeholders should be enhanced through communication.

On the stakeholder participation in assessments stage, the study concluded that clear definition of purpose and scope of the assessment systems would help when deciding budget levels of a project; and that monitoring and evaluation systems should be built in such a way that there is a demand for results information at every level that data is collected and analysed. In order to carry out joint assessments efficiently, critical factors should comprise the use of pertinent skills, sound methods, adequate resources and accountability. The assessment system must be consistent with the objectives of the project and activities in support of the strategy; and performance requirements of the project; to ensure objectivity and credibility of the assessment information that the system produces. The study concluded that beekeeping projects should exploit the use of participatory need assessments as an ideal approach towards project assessment in order to raise honey production and raise the farmer's income.

Furthermore, the study concluded that involving stakeholders in shared decision making would be helpful in achieving project objectives. This, in return, would improve the quality, effectiveness and sustainability of the project. Collaboration in the management activities of the project would lead to better performance and therefore higher returns. Project stakeholders should form joint committees and working groups to discuss and formulate rules of procedure and activities in the project. The study also concluded that participation of stakeholders in

decision making can develop strong relationships with all key stakeholders through the shared decision making process.

In the stakeholder participation in stakeholder empowerment the study concluded that skills training would enhance the work performance and enable the stakeholders to meet their set targets. Consequently project managers should encourage regular communication with their farmers and other stakeholders so that stakeholders are made aware of what is taking place within the project.

The researcher found out that project completion on budget and on time was an indication of good project leadership, and that the project manager's leadership style influenced project performance either positively or negatively. It was therefore concluded that a beekeeping project ran by a manager with good leadership skills was most likely to perform well. A project manager's transformation leadership style influences morale of project stakeholders and causes performance increase in quantity of honey and beeswax, cleanliness and nutrients value. It was concluded that leadership transformation style facilitates performance of beekeeping projects and that a transactional leader only helps projects achieve current objectives. Further, collaboration in the management activities of the respective projects would lead to better performance and therefore higher returns.

It was finally concluded that useful skills encountered in most of the beekeeping projects should include technical skills, human skills and conceptual skills. The project leadership experience

gained over time and employed to manage projects would lead to effective performance of beekeeping projects and therefore project managers require expertise and knowledge to manage successful beekeeping projects. Above all, expansive leadership experience would be important for planning and supervising beekeeping projects execution. All the above factors put together would eventually lead to good performance of beekeeping projects.

5.4 Recommendations

i) Based on the findings and conclusions of this study, it was recommended that since the aim in Project Planning and Management is to achieve maximum project performance, it is necessary that Project Managers and Extension Officers who undertake beekeeping projects should incorporate a stakeholder participation process in their planning in order to achieve maximum project performance.

ii) The Coefficient of determination results concluded that all the variables contributed 61% of the projects performance. It was therefore recommended that further research should be conducted to investigate the other factors (that is the 39%) that contribute to the successful performance of women beekeeping projects in Kajiado County.

iii) The study findings identified stakeholder participation in learning as a critical factor in enhancing project performance; hence it was recommended that project managers should adopt effective and efficient learning systems, collaboration, as well as other practices that would enhance stakeholder participation as a way of improving project performance.

iv) The study findings were expected to spur social-economic development in the country through community empowerment. For this to be successful it is recommended that training institutions be enhanced as a way of ensuring that community has the right mix of technical and leadership skills necessary for successful project execution.

v) It was further recommended that challenges hindering women participation in beekeeping be reduced through skills training which could be conducted by development agencies and the Government through the Ministry of Agriculture and livestock Development. This would lead to increase in beekeeping projects, and hence boost local honey production and thus reduce the quantity of honey that is imported to meet local demand.

5.5 Suggestions for Further Study

Based on this study, several possible research areas were suggested:-

(1) Given the outcomes in this study, there seemed to be other factors that could explain the performance of the beekeeping projects in Kajiado. The study findings revealed that the six independent variables that were studied, could only explain sixty one per cent (61%) of the beekeeping projects performance. This therefore meant that there could be other factors not studied in the study which contribute to thirty one per cent (39%) of the beekeeping projects performance. It was therefore, suggested that further research be conducted to investigate the other factors (39.0%) that contribute to the performance of women beekeeping projects in Kajiado County.

(2) In addition there is need for further research that would incorporate other aspects of beekeeping project performance such as client satisfaction, stakeholder satisfaction and impact of the beekeeping projects on the environment.

(3) This study was undertaken in Kajiado County and may restrict generalizability of the results. Consequently there is need for a country wide study to investigate stakeholder participation process, leadership styles and performance of beekeeping projects

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APPENDICES

Appendix 1: Questionnaire for collecting data from women beekeepers

The researcher is conducting an academic survey on stakeholder participation process and its influence on performance of projects. You have been randomly selected to participate in this survey. Kindly give your honest answers on all the questions on the questionnaire. All information you give will remain strictly confidential and it will be used only for research purposes.

Instructions

1. Do not write your name on the questionnaire.
2. Please read each question carefully.
3. Kindly answer all the questions by ticking or filling in the spaces provided.

Section one: Background Information

1. Name of the Beekeeping project……..
2. Kindly Tick your current age; 21-31years { } 31-40years { } 41-50years { } Over 51 years
3. Tick your highest level of education; Masters { } Undergraduate { } Diploma { } A level { } O' Level { } Others (specify)----------
4. Tick your marital Status: Married { } Single { } Divorced { } Separated { } Widowed { } Others (specify)----------

Section two: Stakeholder Participation process in Information sharing

1. Kindly rate the following statements concerning the beekeeping project information shared among project managers, extension officers, general public and your beekeeping project. Please Tick appropriately based on the scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5 is Strongly Disagree

Stakeholder participation process in information sharing	**1**	**2**	**3**	**4**	**5**
The focus of stakeholder participation is to share information with, and gather input from, stakeholders who have an interest in the project					
Useful information originating from the project management should be shared with stakeholders through seminars					
That information should be availed in good time					
The information shared should be in writing, in leaflets and bulletins and properly distributed					
Information shared should aim to educate the project stakeholders					
The Information to be shared should be easily integrated within the project stakeholders					
Information shared is easily understood in public meetings					
A stakeholder can question/criticize the information shared					

2. The following information relates to the modes of information sharing that is widely used within projects. Kindly tick the mode used in your project.

i. Leaflets/documents

ii. Regular bulletins

iii. Seminars

iv. Public hearings

v. Radio

3. The following information sharing methods are used during beekeeping project implementation. On the scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5 is Strongly Disagree, to what extent do you agree with the statements?

Information sharing methods	**1**	**2**	**3**	**4**	**5**
Extension workers					
Farm visits					
Radio, newspapers					
Video, Facebook, sms					
Seminars/workshops					
Regular bulletins					

5. In your opinion, how would you rate the influence of information shared on performance of your beekeeping project in the following activities; using the scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5 is Strongly Disagree.? Please Tick appropriately

Influence of information sharing	**1**	**2**	**3**	**4**	**5**
Information shared eventually improves planning of project activities					
Information shared reduces time required for decision-making					
Increase the quality of decisions made					
Reduces the time required to complete an activity					
Influences control of activity costs					
Better management of budgets					
Results to increased production					

Section three: Stakeholder Participation in Learning

1. To what extent do you agree with the following statements about learning processes in your project? Please tick the appropriate box using the scale of 1-5 where 1=Very strongly agree 2=strongly agree 3=Neutral 4=Disagree 5=strongly disagree.

Stakeholder participation in **learning**	**1**	**2**	**3**	**4**	**5**
The performance of our project improved as a result of engaging in education seminars, farm visits and exchange of knowledge					

Our project improved its production as a result of learning new ideas and skills.					
Continuous learning has improved the way we handle the activities in our project.					
Free exchange of opinions by the stakeholders is always encouraged within our project.					
Our project performance improved because of learning new ideas and introduction of new techno ledges.					
Alternative views amongst the stakeholders are accepted without embarrassment					
Discussion and exchange of ideas is often encouraged within our project.					
Learning in our project is enhanced through communication, field visits, training and consultation.					
Sufficient time for improving and reflection is regularly available within the project.					

2. How often do the Key stakeholders in your project plan for field visits as a learning process? (Tick one)

   Very frequently { }

   Frequently { }

   Less frequently { }

3. The following information relates to communication and other learning tools within your project. Using the scale of 1-5 where 1=Very strongly agree 2=strongly agree 3=Neutral 4=Disagree 5=strongly disagree, kindly rate them.

Communication in the learning process	**1**	**2**	**3**	**4**	**5**
Communication is learning through knowledge being shared during the project cycle					
Effective communication is helpful as a learning tool.					
Face to face contact within our project is encouraged. This gives high degree of socialization					
Communications is more often in writing in nature to ensure everyone understands and ensure good record keeping					
Psychologically safe environments need to be nurtured where stakeholders are willing to offer ideas, questions, and concerns without being penalized					
Communication is carried out by project managers and government agents					
Increased formal communication with stakeholders reduces uncertainty					

Section four: Stakeholder Participation process in Beekeeping Project joint assessments

1. The following are processes that are used to carry out joint project assessments used in projects. Kindly indicate with a tick, the ones that have been used in your project.

   Participatory needs assessments { }

   Feasibility studies { }

   Appraisals { }

   Beneficiary Assessments { }

2. The following information relates to beekeeping project joint assessments. Kindly indicate your level of agreement with the following statements using the scale of 1-5

   Where 1=Very strongly agree 2=strongly agree 3=Neutral 4=Disagree 5=strongly disagree.

Joint assessment statements	1	2	3	4	5
Joint project assessments give information on where a project is at any given time and over time, relative to respective targets and outcomes.					
There is need to ensure objectivity and credibility of the assessment information that the system produces					
The assessment system must be consistent with the objectives of the project and activities in support of the strategy and performance requirements of the project					
As a stakeholder, I am fully aware of how the project auditors/ audit committee carry out their functions					
In order to carry out joint assessments efficiently, critical factors comprise the use of pertinent skills, sound methods, adequate resources and accountability.					
Monitoring and Evaluation systems should be built in such a way that there is a demand for results information at every level that data is collected and analyzed.					
Clear definition of purpose and scope of joint assessment systems help when deciding budget levels of a project.					

Section five: Stakeholder Participation process in shared Decision making

1. The following are stakeholder participation issues to consider in decision making. Kindly use the likert scale to indicate how these issues influence the shared decision making and eventually project performance. 1. Strongly agree 2. Agree 3. Neutral 4. Disagree 5. Strongly disagree

Stakeholder participation issues influencing decision making	1	2	3	4	5
It is important to engage competent stakeholders in the project management teams					
Involving stakeholders in the various stages of decision making through the project cycle builds their commitment.					
Strong relationships with all key stakeholders through shared decision making process, improves production.					
Collaboration in the management activities of our project will lead to better performance and therefore higher returns					
Participation of stakeholders in decision making can improve the quality, effectiveness and sustainability of the project					
Joint committees and working groups to discuss and formulate rules of procedure and activities in the project help to improve production					
Involving stakeholder in decision making puts substantial effort in achieving project objectives					

Section six: Stakeholder Participation process in Stakeholder Empowerment

1. The following are the stakeholder empowerment practices that are adopted by the beekeeping groups to enhance their projects performance. To what extent has your beekeeping project adopted each of the practices? Use the key below to tick appropriately. 1. Strongly agrees. 2. Agree. 3. Neutral 4. Disagree 5. Strongly disagree.

Stakeholder empowerment practices enhancing projects performance	**1**	**2**	**3**	**4**	**5**
Skills training has enhanced my project performance and enabled me to meet my set targets					
Our project management encourages regular communication with their farmers and other stakeholders so that stakeholders are aware of what is taking place within the project					
Adequate resources (financial, information, tools and equipment) are provided to stakeholders whenever they are required when undertaking their activities.					
The project management encourages team building(working teams) to help exchange ideas and new knowledge					
High degree of trust is highly encouraged and maintained between managers and stakeholders.					
Necessary information is readily availed to all concerned stakeholders in good time to enable them make considered decisions					
Stakeholders within my project are constantly trained to develop and enhance their					

knowledge and skills.					
There is extensive delegation, individual responsibility and autonomy in making decisions in all our projects					
It is easier to achieve good performance and achieve set targets through team work rather than working individually.					
Farmers are encouraged to contribute project related ideas through contacts and regular contacts.					
Stakeholders have autonomy on their particular enterprises.					
Stakeholders are allowed to participate in the project goal settings.					
Stakeholders are allowed to participate in decision-making process.					
Project management encourages stakeholders to develop creativity and innovative ideas during meetings					
Am in control over those aspects of my farm for which I am accountable.					
Stakeholders are encouraged to take quick actions to correct problems in their farms.					
Stakeholders are motivated by having autonomy in the final decision-making.					

2. Our beekeeping project often organizes training programs with its stakeholders. Yes { } No Tick one.

Section seven: Project leadership styles in stakeholder participation and performance of beekeeping projects.

1. The following statements seek to explore various influences of project leadership styles which have the potential for successful performance of beekeeping projects. Based on the scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5 is Strongly Disagree, kindly rate the statements.

Statement on project leadership styles and performance of beekeeping projects	**1**	**2**	**3**	**4**	**5**
Leadership styles can make a difference in the project performance of beekeeping projects					
A project manager's leadership style influences morale of project stakeholders and therefore performance of the beekeeping project					
A beekeeping project ran by a Manager with good leadership skills is most likely to perform well.					
The Project Manager's leadership style usually influences the stakeholders and project performance.					
Project completion on time is an indication of good project leadership style					
Project completion on budget is an indication of good project leadership style					
Project managers are mostly inclined to use transactional leadership styles					

2. Below are statements on project leadership styles in relation to performance of beekeeping projects. Based on the scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5 is Strongly Disagree, kindly rate the statements.

Statements on leadership styles in relation to performance of beekeeping projects	**1**	**2**	**3**	**4**	**5**
Different leadership styles are required at different stages of project					
The type of useful skills encountered in our project include technical skills, human skills and conceptual skills					
Transformational leadership style (the change agent form) is more appealing than transactional (immediate felt needs form) style of leadership.					

3. To what extent do you think your project manager leadership styles have influenced the performance of your beekeeping projects? Tick one

Very great extent { }

Great extent { }

Moderate { }

Little extent { }

No extent { }

3. The following are key statements that characterize leadership experience. Kindly indicate your level of agreement using the scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5 is Strongly Disagree

Statements on leadership experiences	**1**	**2**	**3**	**4**	**5**
Expansive leadership experience is important for planning and supervising beekeeping projects execution.					
Project managers require expertise and knowledge to manage successful beekeeping projects.					
Leadership experience imparted to manage beekeeping projects leads to effective performance of beekeeping projects					
Project leadership experience leads to effective performance of projects					
Experience provides accumulation of both technical and workforce knowledge					

5. To what extent do you think project leadership experience and knowledge influence performance of beekeeping projects?

Great extent { }

Moderate extent { }

Little extent { }

No extent { }

6. The following are key statements that characterize leadership styles. Kindly indicate your level of agreement with them using the scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5 is Strongly Disagree.

Statements on leadership styles	**1**	**2**	**3**	**4**	**5**
Effective leadership styles like transformation style (development oriented style) facilitates performance of beekeeping projects.					
Transactional leaders only help projects achieve current objectives.					
Visionary leaders create environments that enhance project performance.					
Different leadership styles have positive or negative correlation on performance of beekeeping projects.					
Team leaders combine people and processes in performance of projects					
Employees in projects receive clear rewards when properly led.					

Section eight: Performance of Women Beekeeping Projects

1. The following information relates to the performance of beekeeping projects. In your opinion, if all stakeholders were involved and were to participate in sharing information, listening and learning, joint assessments, collaboration, decision making, and stakeholder empowerment throughout the project cycle; would the listed outcomes be achieved? Kindly indicate your level of agreement using the scale of 1 to 5 where 1= Strongly Agree, 2= Agree, 3= Neutral, 4= Disagree and 5 is Strongly Disagree.

Performance outcomes in women beekeeping projects brought about by involvement in the stakeholder participation process	1	2	3	4	5
The beekeeping projects would be completed within the required time					
The beekeeping project would be completed within the project allocated budget/money					
The honey and beeswax production would be raised to the recommended levels of 30kgs and 3kgs respectively.					
The beekeepers shall achieve higher levels of income from the beekeeping project					
The beekeeping project would be more profitable and sustainable					
The beekeepers would achieve better quality honey and bees- wax					
The Stakeholders would achieve more interest with beekeeping enterprise					

Appendix 2: Key Informants Interview Guide

The researcher is conducting an academic survey on the influence of stakeholder participation process on performance of beekeeping projects. You have specifically been selected to participate in this survey. Your answers will remain strictly confidential and they will be used only for research purposes. Kindly answer the questions that follow:

Section A: Bio-data

Occupation/organization of the respondent……

Gender…….

Questions on the influence of stakeholder participation process on performance of beekeeping projects.

1. Do you consider stakeholder participation important in the planning and management of beekeeping projects?
2. Are you aware of stakeholder participation process involving information sharing, listening and learning, joint assessments, collaboration, shared decision making and stakeholder empowerment?
3. Have you witnessed this participation process being employed and implemented in the women beekeeping projects in Kajiado County?
4. In your opinion, if all stakeholders were to be involved through all the participation process, would the project perform better or worse in terms of increased production and quality of honey? Better/worse

5. Does farm experience help a farmer to get more understanding of management practises of beekeeping activities?
6. How is information sharing conducted in Kajiado women beekeeping projects? Seminars/leaflets/bulletins/written documents/public hearings?
7. How often do you as an interested stakeholder engage in consultative meetings, field visits or interviews with the women beekeeping projects?
8. Participatory needs assessments, Feasibility studies, Appraisal and beneficially assessments are some of the joint assessments carried out by stakeholders in a project to enhance beekeeping performance. Discuss this statement?
9. Have these joint assessments been carried out in the Kajiado women beekeeping projects?
10. Working groups, joint committees and collaborations are used to make stakeholder decisions in the planning and implementation of projects. Discuss this statement
11. Have these tools been used in the women beekeeping projects in Kajiado County?
12. Stakeholder empowerment is a process of enabling an individual to think, behave, take action, control work and make decisions in an autonomous way. Do you agree?
13. Empowering indicators include training of the women beekeepers, team working and effective communication. Do you agree with this statement?
14. Do you know whether this process has been employed in the women beekeeping project?
15. In your opinion, does the stakeholder empowerment have any relationship with the performance of the women beekeeping projects?

16. To what extent do you think project leadership styles experience and knowledge influence performance of beekeeping projects?

17. Do you think project leadership styles have any relationship with project performance?

18. It is generally agreed that project leadership styles affect both the participation process and project performance. Is this statement True?

19. In terms of the women beekeeping project performance, is it correct to say that beekeepers incomes will be improved; and that honey quality and quantity will be higher if all stakeholders were involved in the participation process?

20. Does stakeholder participation process play a positive role in your women beekeeping project performance?

……..

Thank you for your time and participation.

Appendix 3. Kajiado County Women Beekeeping Groups

Olkengei women group –KJD Central	Karioki B beekeeping group –KJD Central
Oloshaiki women group -KJD Central	Olongosuni Women group- KJD Central
Enyorata-oroturok beekeeping -KJD Central	Inkuseron women group –KJD Central
IImeyeu women group – KJD Central	Lenkoko Naboisho Women group – KJD East
Kikkuro bee keeping group –KJD Central	Oyayai beekeeping group –KJD East
Lesimiti bee keeping group – KJD East	Magadi women beekeeping group –KJD West
Mashuru women group-KJD East	Torosei Women group-KJD West
Olemurkat bee keeping – KJD Central	Lenkobei community group-KJD West
Oloolbelbel beekeeping -KJD Central	Emarti beekeeping – KJD West
Enkishui women group- KJD Central	Noropirir women beekeepers – KJD South
Olkiroriti women group-KJD Central	Osiriam Cultural boma women –KJD South
IIparakuo-women group –KJD Central	Ndonyo Iborr Women group – KJD South
Sanya Sampin Women group-KJD Central	Impirion beekeeping group – KJD South
Induat Women group- KJD East	Tumaini beekeeping women group – KJD South
Inkukuon Women group-KJD East	Mwangaza beekeeping group – KJD South
Oltepesi youth group-KJD East	Rongai woman beekeepers – KJD North
Naretisho Women group-KJD East	Imbironi women beekeepers – KJD South
Inyuat beekeeping group-KJD East	Magadi beekeeping – KJD West
Nkaatu beekeeping group-KJD East	Oloipasei group –KJD East- Masuru
Oririe beekeepers –KJD Central	Maili Tatu beekeeping group – KJD South
Karioki A beekeeping group -KJD Central	Lemogo Women group –KJD South
Osarai welfare beekeeping – KJD East	Enduet women beekeeping group –KJD South

Source: Chief Livestock Production Officer-Kajiado East.