

**INFLUENCE OF KNOWLEDGE SHARING PRACTICES ON
PERFORMANCE OF SELF-HELP GROUP PROJECTS IN NYERI
CENTRAL SUBCOUNTY, NYERI COUNTY, KENYA**

CHARLES GITAH MURIITHI

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

2020

DECLARATION

Student Declaration

This research project report is my original work and has not been presented for examination in any other University or academic institution.

Sign.....

Date.....

Charles Gitahi Muriithi

L50/21743/2019

Supervisor's Declaration

This research project report has been submitted for examination with my approval as the University Supervisor to the student

Sign.....

Date.....

Prof. Harriet Jepchumba Kidombo

School of Open and Distance Learning

Open, Distance and eLearning Campus

University of Nairobi.

DEDICATION

This research project report is dedicated to my family; my wife; Jane Wanjiku and my children; Risper and Joy. They have been a reliable source of Love, encouragement, and undying support in the course of this endeavor and beyond. I am and forever will be very grateful to them. This report is also dedicated to my friends who taught me how to embrace impactful life virtues, values and the power of hard work. They encouraged me to follow my dreams tirelessly and relentlessly.

ACKNOWLEDGEMENT

Foremost, I wish to acknowledge and thank all those who encouraged me and went out of their ways to ensure that I successfully completed this research project report. The efforts of the lecturers at University of Nairobi cannot go unnoticed. They always dedicate their time and effort towards my understanding of the course.

I am gratefully indebted to my supervisor, Prof. Harriet Kidombo, who gave me her full support during the preparation of this research project report. Together with Dr. Antony Ndung'u they have always been available to patiently and enthusiastically motivate me to keep going. They gave me the knowledge and skills that I needed to successfully complete my research project report. These are the best mentors I have had for my studies.

My sincere thanks also go to my family; my wife; Jane Wanjiku and my children; Risper and Joy for their unfading inspiration, unfailing support, unwavering encouragement during the time I spent writing the research and compiling the report. They have molded me to become better every day. They are the ultimate role models.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS AND ACRONYMS	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	5
1.4 Objectives of the Study	5
1.5 Research Questions	6
1.6 Significance of the Study	6
1.7 Assumptions of the Study	7
1.8 Limitations of the Study	7
1.9 Delimitations of the Study.....	7
1.10 Definition of Significant Terms used in the Study.....	9
1.11 Organization of the Study	10
CHAPTER TWO: LITERATUR REVIEW	11
2.1 Introduction	11
2.2 Concept of Performance of Self-Help Group Projects.....	11
2.3 Professional Knowledge sharing and Performance of Self-Help Groups	12
2.4 Goal Setting Practices and Performance of Self-Help Groups	14
2.5 Technology Knowledge sharing and Performance of Self-Help Groups.....	15
2.6 Capacity Building Techniques sharing practice and Performance of Self-Help Groups	16
2.7 Management Skills Sharing and Performance of Self-Help Groups.....	16
2.8 Theoretical Framework	18
2.9 Conceptual Framework	20
2.10 Summary of Research Gaps	21

CHAPTER THREE: RESEARCH METHODOLOGY	22
3.1 Introduction	22
3.2 Research Design.....	22
3.3 Target Population	23
3.4 Sample Size and Sampling Procedures	23
3.5 Data Collection Instruments.....	24
3.6 Data Collection Procedures	26
3.7 Data Analysis Technique	26
3.8 Operationalization of Variables	28
3.9 Ethical Considerations.....	29
CHAPTER FOUR:DATA ANALYSIS, INTERPRETATION AND PRESENTATION.....	30
4.1 Introduction	30
4.2 Questionnaire Return Rate	30
4.3 Background Information of the Respondents.....	31
4.4 Performance of Self Help Group’s Projects.....	33
4.5 Professional Knowledge sharing practice and Performance of Self-Help Group’s projects in Nyeri Central Sub County	34
4.6 Goal Setting knowledge sharing practice and Performance of Self-Help Groups’ Projects in Nyeri Central Sub County	36
4.7 Technology Knowledge sharing practice and Performance of Self-Help Groups’ Projects in Nyeri Central Sub County	38
4.8 Capacity Building knowledge sharing practice and Performance of Self-Help Groups’ Projects in Nyeri Central Sub County	40
4.9 Management Skills Sharing and Performance of Self-Help Groups’ Projects in Nyeri Central Sub County	42
4.10 Inferential Statistics.....	44
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	49
5.1 Introduction	49
5.2 Summary of Findings	49
5.3 Conclusions	52
5.4 Recommendations	53

5.5 Suggestions For Future Studies.....	53
5.6 Contribution to the Body of Kno wledge.....	54
REFERENCES.....	55
APPENDICES.....	60
Appendix 1: Letter of Introduction	60
Appendix II: Research Questionnaire	61
Appendix III: Transmittal Letter From University	66
Appendix IV: NACOSTI Authorization Certificate	67
Appendix V: List Of Self-help Groups in Nyeri Central Sub-County.....	67

LIST OF TABLES

Table 4.1: Research Knowledge Gap.....	21
Table 3.2: Target Population.....	23
Table 3.3: Sample Size	24
Table 3.4: Operationalization of Variables	28
Table 4.5: Return Rate	30
Table 4.6: Gender of the Respondents	31
Table 4.7: Respondent's position in the SH Group	31
Table 4.8: Respondents' Highest Level of Education	31
Table 4.9: Age Bracket of the Respondents.....	32
Table 4.10: Duration respondent have been in the Self-Help Group.....	32
Table 4.11: No of Members in the Group.....	33
Table 4.12: Respondents satisfaction levels on measures of projects performance their SHG engages in.....	33
Table 4.13: Respondents' level of satisfaction on the influence of professional knowledge on performance of their Self-Help Groups' projects.....	34
Table 4.14: Respondents agreement level with the given statements on the influence of professional knowledge on performance of their Self-Help Group's projects.....	35
Table 4.15: Respondents level of satisfaction on the influence of Goal setting knowledge sharing practice on Performance of their Self-Help Groups' Projects.....	36
Table 4.16: Respondents level of agreement level on statements regarding the influence of Goal setting knowledge sharing practice on performance of their Self-Help Groups' Projects.....	37
Table 4.17: Respondents level of satisfaction on the influence of technology Knowledge sharing practice on the Performance of their Self-Help Groups' Projects.....	38
Table 4.18: Respondents level of agreement on statements regarding the influence of Technology Knowledge sharing practice on performance of their Self-Help Groups' Projects.....	39
Table 4.19: Respondents level of satisfaction on the influence of Capacity Building knowledge sharing practice and Performance of their Self-Help Groups' Projects	40
Table 4.20: Respondents' level of agreement on statements regarding the influence of Capacity Building and Performance of their Self-Help Groups' Projects.....	41
Table 4.21: Respondents level of satisfaction on the influence of Management Skills sharing and Performance of Self-Help Groups' Projects.....	42
Table 4.22: Respondents level of agreement with the given statements that have to do with the influence of Management Skills sharing and Performance of their Self-Help Groups' Projects.....	43
Table 4.23: Model of Estimation	44
Table 4.24: Analysis of Variance (ANOVA)	45
Table 4.25: Pearson Coefficient Correlations	46
Table 4.26: Regression Coefficients	47

LIST OF FIGURES

Figure 1: Conceptual framework.....	20
-------------------------------------	----

LIST OF ABBREVIATIONS AND ACRONYMS

CF:	Community Facilitator
IFAD:	International Fund for Agricultural Development
KS:	Knowledge Sharing
NABARD:	The National Bank for Agriculture and Rural Development
NACOTSI	National Commission for Science, Technology and Innovation
SHG:	Self-Help Group
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for Social Sciences
SPSS:	Statistical Package for Social Sciences
US:	United States

ABSTRACT

The importance of self-help group projects and the need for knowledge sharing practices towards their management is key. The purpose of this study was to assess the influence of knowledge sharing practices on performance of self-help groups in Nyeri Central Sub County, Nyeri County, Kenya. The study was guided by the following specific objectives; to establish the influence of professional knowledge sharing practice on performance of self-help groups in Nyeri Central Sub County, to evaluate the influence of goal setting knowledge on performance of self-help groups in Nyeri Central Sub County, to determine the influence of technology Knowledge on performance of self-help groups in Nyeri Central Sub County, to determine the influence of capacity building techniques on performance of self-help groups in Nyeri Central Sub County, and; to evaluate the influence of management skills on performance of self-help groups in Nyeri Central Sub County. The scope of this study was all the registered self-help groups in Nyeri Central Sub County, Nyeri County, Kenya. The target population of the study was 3 members who are also leaders in their SHGs comprising of the chairperson, secretary and the treasurer. The study considered a sample of 50% (136) of the groups through simple random sampling technique. The study used stratified random sampling technique to select 30% of the target population arriving at a sample size of 108 possible respondents. A questionnaire was used as the main tool for gathering data in this study. The SPSS program Version 22.0 was used as the only statistical tool of computation. Descriptive statistics such as measures of central tendency (mean, standard deviation, frequencies, and percentages) was used to present the findings. Qualitative raw data was analyzed by use of content analysis whereby the researcher considered only the themes answering the research questions. The study concludes that majority of the respondents were in agreement that; they were happy that the professional knowledge sharing has been a critical component in their projects' successes, they already understand the value of professional knowledge sharing to their SHG projects', group leaders and members can now utilize professional knowledge passed on to them to enhance projects performance. The study concludes that most members in the SHGs have adequate knowledge on setting goals in their SHG and this has been important as a means in which people become accountable for themselves enhancing projects' performance, through goal setting practice group members have the options and preferences to choose their goals and actions based on either habit, planning, or both towards their set projects', goal setting is usually well-organized and eases decision making. The study concluded that most of the SHGs members are very happy that their SHG often acquires considerable technological support and technology knowhow and they can function effectively and independently, sometimes their self-help groups benefit from the development of special technological skills towards enhancing their projects' performance. The study concluded that majority of the respondents were in agreement that; they receive adequate training and education that assist their self-managed group projects' through building positive feelings towards their existence, they are happy that end user training is essential for a robust understanding of how the system works and how to use it, there has been capacity building among members that enhances the users' level of knowledge and proficiency towards projects' performance. Finally, the study concluded that most SHGs members feel motivated about the managerial skills shared among members of their group for they enhance project success, they believe they had visionary leadership as a result of good management leading to high levels of cohesion and commitment.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Today's global trends of managing group projects or organization's project have been marred with a changing environment, competition with rivals and rapid changes in technology (Egolf & Chester, 2013). For this, organization need to be different through creativity, innovation in its outputs, strategic design and application and in its operations. Strong competition with rivals, fast moving technological advancement and changing demands from customers put pressure on business organizations to be creative to attain the competitive edge for survival (Black & Robertson, 2016). Therefore, forming and transferring knowledge has become an important aspect for an organization to achieve competitive edge successfully (Ng, 2008). Self-help groups are no exception.

Self-Help Groups (SHGs) are broadly defined as savings groups (SGs) and are a form of community-based approach to microfinancing (Rajendran, 2012). Roselyn (2012) defines a Self Help Group (SHG) project as that which is purely managed by such groupings of people usually composed of 10-20 local women or men. Both emphasize their role in economic activities and development and facilitate training for their members on diverse issues such as financial recordkeeping, literacy, best group management practices). SHGs projects generally attribute additional importance to the social, human and political dimensions of people's livelihoods, which may be less tangible and rely on behavioral change among group members that cannot be addressed only through training. The SHG projects mainly focus on livelihoods improvement and rural development as well as a means of improving the wellbeing of group individuals (Sundaram, 2012).

In USA, most of the NGOs and prominent firms/companies/organizations promotes Self-Help Group (SHG) approach as a way to help communities in different states to address livelihood shocks and stresses, enhance food security and strengthen social capital. This approach may provide an alternative for those with limited capacity to cope with shocks and stresses by encouraging members to make regular savings of small amounts (usually in groups of about 15–20 people). When SHGs have sufficient

common capital, members can take out loans and finance activities according to pre-established rules and conditions (Tearfund, 2015; Kindernothilfe, 2014).

In Africa and in Uganda for example, the SHG model has three phases. In the start-up, group meetings follow a set structure that is intensively supported by a Community Facilitator (CF), resourced and paid a stipend by AEE-Uganda. CFs are selected from within local communities, and aside from being literate, fit the socio-economic status of group members. The CFs support SHGs by coordinating weekly meetings and training. Group begins with the establishment of a group name and confirmation of guiding principles. Weekly meetings involve discussing opportunities and assets, sharing individual problems and solutions, and the provision of training. There are 8 basic training modules: Savings and Credit Management, Bookkeeping, Conflict Resolution, Communication, Entrepreneurship, Leadership, Goal Setting, and People's Rights (ShannakMasa'deh, Al-Zu'bi, Obeidat, Alshurideh & Altamony, 2012).

To attain competitive edge in the self-help groups, knowledge sharing practices creates those opportunities which are fruitful to increase its efficiencies and enable it to attain that competitive advantage (ShannakMasa'deh, et.al, 2012). Knowledge sharing can be described as exchange of ideas, knowledge, skills, capabilities and proficiency of group project leaders with their colleagues, with individual group members and as a whole. It includes shared culture to entertain the self-help group members by providing access to related knowledge and use of that knowledge for problem handling and increasing efficiency (Swain & Wallentin, 2011).

It helps leaders and other members attain related knowledge, skills, expertise and information sharing with each other. Knowledge sharing occurs at individual level between two members where they can share their skills, knowledge and expertise to solve different problems and help each other to perform different tasks more quickly and more effectively. It can also be done between group members where knowledge, skills and abilities of one group member can provide help to other group members to perform well in order to increase the overall efficiency and output of a self-help group (Wenger, 2010).

The Republic of Kenya (2015) report defined a Self Help Group (SHG) as a formal or informal village-based financial intermediary committee usually composed of 10-20

local women or men, youth and so on. These groups can be either registered or unregistered, even though the government usually recommend for their registration for them to operate efficiently. In the recent years, rural and urban people are finding that there is strength in numbers, if they pool their resources together in form of SHGs of their own creation, they can radically change their lives and the lives of their families. (Miano 2012) states that the Self Help Group projects initiatives has become a new way into which rural and urban areas development has led to increased well-being of the people, provide access to resources and credit, increase self-confidence, self-esteem and increase their creditability in all aspects of lives.

Most of the registered groups that are active and with some external assistance the groups have continued to achieve a lot. He discloses that most of these self-help groups have assets that generate income for the groups. He further adds that in some SHGs members purchase farm inputs through revolving fund and they assist each other in acquiring household assets. He also indicated that there is strength in numbers, if they pool their resources together in form of SHGs of their own creation, they can radically change their lives and the lives of their families. Most SHGs in Kenya operate in the slogan of “Unity is strength and division is weakness” says a member of a SHG as stated by the study by (Miano, 2012).

SHGs project’s has been able to construct dams, buy members plots and has as well managed to bring about a harmonized development. They are able to grow vegetables and make bricks which have greatly improved their income. A member of Muungano SHG in Nyeri County, said that they have various activities being undertaken by the group to add into their shares and income. Since initiation of the group, members have accumulated millions of money in form of shares. The shares are in form of fixed shares which are realized from fixed assets, and individual shares from monthly contributions of Ksh575 which is compulsory. They added that members earn dividends from both individual shares and fixed shares. The report also indicated the activities the group is operating in which include a Petrol station at library road in Nyeri Town, a rental hall, a Nissan matatu registered with 2nk Sacco and 0.25 acre of land with coffee trees. According to 2013 budget, members were paid dividend of Ksh1.5 for every Ksh20, from a profit of Ksh1,546,700 (Kianda, 2012). The urge to make them a perfect platform for economic development was therefore required of

which knowledge sharing practices are key towards their management and development which is the interest of this study.

1.2 Statement of the Problem

SHGs face systemic, innate issues that hamper or accelerate performance. It is important, therefore, to dissect these issues with a view of filling gaps and improving the capacities of SHGs to execute their roles effectively (Mader, 2015). While research demonstrates that SHGs projects can enhance economic power, the evidence that SHGs contribute to social and human dimensions of livelihoods and resilience remains largely anecdotal. This is partly because these dimensions are much harder to capture systematically and over a short timeframe, while behavioral change happens over a longer period. High and efficient application of or no knowledge about knowledge sharing importance in the SHG project and the group operations itself is considered as the basis for the most successful ones. Therefore, there is a need for the sustainability of every self-help group; be it small or large, the 21st century requires group leaders and members become knowledge based towards the management or implementation of their SHGs projects agreed by members (Shah & Shah, 2010; Shannak et al., 2012). Knowledge sharing practice is an important instrument that turns individual knowledge into group organizational knowledge. It is one of the main knowledge processes in a present dynamic and competitive era for the development of organizations. Despite the knowledge sharing practices playing a remarkable role in the development and innovation in many areas of group projects management, performance of self-help groups in Nyeri County is below par many of those in developed and developing countries. Therefore, in the light context, Knowledge sharing (KS) practices in the groups remains a necessary and one of the best ways to enhance self-help groups' projects standards and performance.

Most of the studies done on knowledge sharing practices are from the west. Gathuni (2015) did a study that used descriptive research design approach on a target population of 100 SHGs in Murera Sub-Location, Kiambu County. The study investigated the impact of people self-help groups on their social empowerment and not necessarily on knowledge sharing practices. Mbithi (2016) conducted a study where he used cross sectional survey research design approach on a target of 40 members of self-help groups in Limuru Constituency, Kiambu County. The study was

on the effectiveness of microfinance training programmes on financial skills, closer but still not on critical aspects of knowledge sharing practices. Lambisa, Ngahu and Wagoki (2016) investigated effect of table banking on economic empowerment of self-help groups in Rongai Sub-County. Closely related to the current study is the study by Waithaka (2014) which examined factors influencing performance of self-help groups in Kianjokoma, Embu which used qualitative research methodology only. However, no similar research had been done to assess the influence of knowledge sharing practices on performance of self-help group's projects in Kenya more so in Nyeri County, hence depicting a research gap. The intent of this study was to assess the influence of knowledge sharing practices on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of knowledge sharing practices on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.

1.4 Objectives of the Study

This study was guided by the following specific objectives;

- i. To establish the influence of professional knowledge sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.
- ii. To evaluate the influence of goal setting knowledge sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.
- iii. To determine the influence of technology knowledge sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.
- iv. To determine the influence of capacity building techniques sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.

- v. To evaluate the influence of management skills sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.

1.5 Research Questions

This study was guided by the following research questions;

- i. What is the influence of professional knowledge sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya?
- ii. What is the influence of goal setting knowledge sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya?
- iii. What is the influence of technology Knowledge sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya?
- iv. What is the influence of capacity building techniques sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya?
- v. What is the influence of management skills sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya?

1.6 Significance of the Study

This study is significant to individual self-help group's registered in Nyeri County and in Kenya at large. In this case, the management and the members will be in a position to understand more on the aspects and best practices towards knowledge sharing in their groups. The leaders will be in a position to well enhance knowledge sharing based on professionalism, goal setting, technology, capacity building and management skills.

The findings of this study are of great importance to government policy makers, especially when formulating legislation to govern self-help groups in their projects and when devising strategies to boost people knowledge and their management. In addition, lenders (government, banks, NGOs and microfinance organizations) will find this study important in helping them understand how to boost lending and loan

repayment among people in SHGs. In addition, this study will help SHGs members to critically understand challenges facing them and how to overcome these barriers in their projects success.

Finally, the study is an addition to the corpus of literature on SHGs projects performance. In this case, future researchers and academicians will be in a position to base the findings of this research to their studies relative to knowledge sharing practices importance in the operations and management of SHGs in their locations of research.

1.7 Assumptions of the Study

This study was based on the following assumptions that the target population will not change at the time of data collection, that the participants targeted by the study were well aware of the issues related to knowledge sharing practices and how it influences performance and that; the participants were willing and honest enough to give sincere information about issues asked.

1.8 Limitations of the Study

This study faced the following challenges towards the realization of its results. The study encountered some hesitation from some respondents hence making them not disclose all information concerning the raised issues. The researcher in this case informed the respondents that the information and other related responses they offered would be treated with utmost confidentiality and that the study was meant for academic purposes only. Also, through ethical means, for example the use of an authorized letter from National Commission for Science, Technology and Innovation (NACOSTI) and an introduction letter from the Department of Extramural Studies, University of Nairobi. With these, the researcher explained to the participants on the reason of undertaking the research was mainly for academic purposes only and not for any official use.

1.9 Delimitations of the Study

This study was delimited to influence of knowledge sharing practices on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya. There was a total of 237 self-help groups in Nyeri Central Sub County according to the county government statistics. The target population of the study were members

who are also leaders in the SHGs comprising of the chairperson, secretary and the treasurer. The choice of the group leaders was based on the fact that they are the ones responsible and answerable to the authorities on matters regarding operations of their self-help groups while at the same time they are the ones who understand well on knowledge sharing approaches or practices/aspects they use or used by hired individuals or organizations. The study was also delimited to professional knowledge, goal setting knowledge, technology Knowledge, capacity building techniques and management skills as the study independent variables and performance as the dependent variables. Specifically, the study was also delimited to timelines given by the university to undertake the study project which is Feb 2020-Sept 2020.

1.10 Definition of Significant Terms used in the Study

- Capacity Building:** Capacity building (or capacity development) is the process by which individuals and SHG members obtain, improve, and retain the skills, knowledge, tools and equipment.
- Economic empowerment:** Significant improvement in the livelihoods and household status of people following participation in SHG activities.
- Knowledge Sharing:** Knowledge sharing in this study will mean the act of passing facts about SHGs and related projects management, information, descriptions, or skills acquired through experience or education to others in the group or else.
- Management Skills:** Management skills will be defined as those certain attributes or abilities that an SHG leaders and members should possess in order to fulfill specific tasks in in their project or target goals.
- Professional Knowledge:** In this study, it refers to on-going knowledge on SHGs management enhanced through professional development, furthering education courses, and participating in professional organizations.
- Project Performance:** The ability of self-help groups to operate effectively and efficiently like receiving savings from members, lending and recovering loans and achieving investment targets.
- Self-Help Groups:** Groups of, ideally 10 to 20 members, who meet regularly to save money, borrow and return loaned money, while also attending to other issues of mutual concern.
- Technology Knowledge:** In this study, it will refer to means the knowledge regarding the use of specific technology especially in SHG management and the related projects skills efficient use.

1.11 Organization of the Study

This study investigated the influence of knowledge sharing practices on performance of self-help groups in Nyeri Central Sub County, Nyeri County, Kenya. Chapter one provided the background and motivations towards the undertaking of the study. Chapter two presented the literature review organized as per the proposed research objectives themes, theoretical framework for the study, conceptual framework that explains the relationships of variables. Chapter three presented the research methodology that was adopted in the proposed study. This chapter covered the research design, target population, sampling size and sampling procedures, data collection instruments, data analysis techniques, ethical consideration and operationalization of variables. Chapter four presents data analysis, presentation and interpretation while chapter five provides the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATUR REVIEW

2.1 Introduction

This chapter presented the literature reviewed and reported, or argued by other authors and academicians. The chapter was organized in to several sections more specifically; the concept of self-help groups projects performance, empirical review on the variables that were being studied, the theoretical framework and the conceptual framework of the study. The main content in the sections were studies conducted by various others and the relationship portrayed by them as the approach to why the review is important.

2.2 Concept of Performance of Self-Help Group Projects

According to Rajendran (2012) SHGs are informal groups that are formed voluntarily by members. They comprise of between 10 and 20 or more members. Members save regularly towards management of projects agreed by. Once members deem savings to be adequate for borrowing, those who meet set criteria are allowed to borrow. Decisions are made collectively in these largely democratic groups. Members are usually neighbors and people who share common interests towards a given project and who know one another well. Homogeneity engenders group cohesiveness, a key characteristic of SHGs. In addition, members are expected to attend group meetings regularly, during which they should repay previous loans, save some money and borrow more money while at the same time check or get updates on the progress of their key project/projects. Another important feature of SHGs is training, which entails building the capacities of the group to operate effectively and helping members to spend loans wisely. Training may also entail gaining entrepreneurial skills and learning new ways of generating income through projects agreed by or set which are financed through money borrowed from the group.

According to Kattakkara (2013) rural poor people either own little pieces of land or none at all. Credit is used for obligatory and subsistence purposes. Success factors for SHGs projects performance depends on social and economic homogeneity of members, exclusive people membership, exclusive management approaches, training of leaders and members for sustainability of the group, effective leadership and

adherence to internal rule, fundamental accounting systems, and low loan processing and transaction costs. Biswas (2007) asserts that due to their rapid progress and adoption, SHGs projects are now considered an important cog empowerment effort. People micro-credit SMEs empower people economically and socially, helping them to become breadwinners for their families and boosting their self-esteem in the process (Nirmala & Geetha, 2009).

2.3 Professional Knowledge sharing and Performance of Self-Help Groups

A study by Raghavan (2013) in Bagdad among township women groups' projects found out that professional knowledge sharing was a critical component of knowledge management. Professional Knowledge management is generally referred to as the way an organization creates, retains and shares knowledge. Knowledge sharing is the process by which individuals exchange tacit and explicit knowledge in order to create new knowledge. Knowledge sharing can occur between individuals, within teams and across the organization.

The value of professional knowledge sharing to SHGs project setting is well known, yet much of the knowledge within group settings remains unshared. Professionals can utilize these recommendations to help group members enhance team performance and strengthen their competitive advantage by leveraging the collective knowledge of a team. Research supports the idea that cognitive resources available within a team will be underutilized if knowledge is not shared. Therefore, knowledge sharing is a critical team process that involves members interacting to share ideas, information, and suggestions relevant to the teams task at hand (Fazalbhoy, 2014).

Literature indicates that there are a variety of factors that influence knowledge sharing for project performance and success in teams. Some of the factors include personality traits, communication styles, trust, interpersonal attitudes, leadership, diversity of expertise and team size. Two factors that the literature has examined extensively on multiple dimensions are trust and leadership as measures of best professional knowledge that have positive impacts towards projects performance. Research has found that leadership and trust have a positive direct impact on team knowledge sharing (Lee, Gillespie, Mann, & Wearing, 2010).

Trust is an important ingredient to successfully creating, sharing and applying knowledge in teams. Trust in teams becomes important when a team process, like knowledge sharing, requires interdependence, information sharing and collaboration. Research shows that these processes are very sensitive to the quality of interpersonal trust relationships. When teams collaborate and share information openly, vulnerabilities often surface. Accordingly, when members of teams become vulnerable to one another, risk increases and trust becomes important (Fernando & Azhagaiah, 2015).

A trusting person will openly exchange useful ideas, collaborate, accept influence and impose relatively little control. On the other hand, when a teammate discovers evidence that leads them to believe they are not trusted they conceal information, reject influence and try to take control (Gillespie & Mann, 2015). Therefore trust needs to be present to enable knowledge sharing behaviors. Trust is particularly important when examining the role of a team leader related to knowledge sharing in teams because an individual's belief about how honest, reliable and trustworthy their team leader is has a direct influence on the individual's willingness to disclose sensitive information and the extent to which they do so (Mayer, 2011).

Leadership and management are not synonymous. Leadership can be thought of as a relationship between the leader and those being led that can motivate a team or organization. A study by Kattakkara (2013) asserted that leaders with adequate professional knowledge are able to influence individuals to accomplish a group or organizational goal. A team leader, then, can have a large amount of influence on a team. The traditional task of the leader is to focus and coordinate the diverse viewpoints found on a team in order to achieve a common goal. In addition, team leaders also serve as models by openly sharing information, trusting others, stepping into another's shoes and providing constructive feedback. Professional Knowledge sharing does not happen automatically in a team, and the team's leader has an important role to play in making it come about. As such, the attitude that the team leader has about knowledge sharing is critical (Kattakkara, 2013).

A study of knowledge workers done by Geleta (2015) that analyzed the free text comments entered by 2,988 respondents, across 92 business units, in 12 companies

found that respondents blame their nearest supervisor and senior executives for a lack of professional knowledge sharing. Yet only a few group leaders are perceived as resistant to professional knowledge sharing. The issue is in what they do not do; managers are perceived not to share what they know or encourage professional knowledge sharing behaviors of others. Literature suggests that managers and leaders who simply express a favorable opinion toward knowledge sharing are resented and seen as hypocritical. Accordingly, in order for professional knowledge sharing to occur, team leaders must actively encourage or facilitate it to enhance the performance of their groups. To fill the gap, the intent of this study was to establish the extent to which professional knowledge sharing practice influence the performance of SHGs projects performance in Nyeri central sub county in Nyeri County.

2.4 Goal Setting Practices and Performance of Self-Help Groups

In a study by Cushman (2015) it was asserted that setting goals in self-help groups or any other groups is key for it is the way in which people can be accountable for themselves and the actions they take towards the group project settings. Goal settings knowledge while well shared is a human behavior that can be termed as being purposeful and of positive significant impact on an individual or the members thinking capability. Group members have the options and preferences to choose their goals and actions based on either habit, planning, or both towards their set projects. Goal setting is usually defined as well-organized decision making, coupled with behavioral flexibility. An individual is not constrained based on factors out of their control.

According to Biswas (2017) his findings in a study conducted in Bangladesh where the target groups were 300 single mother groups reported that planning equips an individual with more productive decision making. The individual searches for a model which holds participants accountable for their actions as well as their expected outcomes, eventually selecting actions based on the rewards anticipated. Sharing knowledge amongst members of a group setting also serve as a link to understand the effectiveness of goal decisions and why this behavioral mechanism might be an important tool in the development literature.

According to Nirmala and Geetha (2012) goals can be established and implemented through habits as well as planning. Group members and their leaders solve the process of selecting goals by using habits, while they achieve these goals through effective planning. Group members and their leaders have the ability to think and reason if given the adequate means to do so. They also have the power to plan these goals and execute them. The study also added that the effects of goal settings enhance leaders and group members to organize their behavior around ordered goals as well as numerous sub goals towards their groups success. To fill the gap, the intent of this study was to establish the extent to which goal setting knowledge influence the performance of SHGs projects performance in Nyeri central sub county in Nyeri County.

2.5 Technology Knowledge sharing and Performance of Self-Help Groups

According to Trochim, Donnelly & Arora (2011) a groups often need considerable support and technology knowhow support before they can function effectively and independently. Important skills for group members include: preparing agendas, conducting meetings, speaking in public with confidence, writing minutes, resolving conflicts, problem-solving, democratic decision-making, delegation of tasks, monitoring progress. Sometimes self-help groups will benefit from the development of specific skills, and sometimes the skills may already exist within the group. Self-help group meetings in themselves provide a good opportunity for members to practice new skills. New self-help groups can learn from already established groups in the community. New groups may benefit from inviting members from existing self-help groups within the community or leaders who have technology knowhow– a new self-help group will value most the experience of people in circumstances similar to their own.

Bajwa (2014) early contact between self-help groups of people with disabilities is important for learning, future links and mutual help. Groups may be hesitant about getting involved in social or political action at first because they feel they lack the Knowledge or ability. But with time, patience and encouragement, group members will begin to discover their ability to understand, plan and implement the activities needed to change their situation, e.g. mobilizing the community in the form of a petition to local authorities as a first step towards safe drinking water and improved

sanitation. To fill the gap, the intent of this study was to establish the extent to which technology Knowledge if well shared influence the performance of SHGs projects performance in Nyeri central sub county in Nyeri County.

2.6 Capacity Building Techniques sharing practice and Performance of Self-Help Groups

Capacity building sharing practice as a form of knowledge sharing has been recognized an important requirement for self-managed groups (Richter, 2014). Due to the complexity of the self-managed groups, end user training is essential for a robust understanding of how the system works and how to use it. Consequently, appropriate end user education and training will maximize self-managed groups benefits and increase user satisfaction. Capacity training as a knowledge sharing practice through member training and education further enhances the users' level of knowledge and proficiency, thus increasing individual performance and subsequently organizational performance (King & Lawley, 2016).

Nah (2013) stated that sufficient training can increase the probability of self-managed groups success, while the lack of appropriate training can hinder the achievement of the group project goals as well as enhance a failure in their performance. Adequate training and education may also assist the self-managed group projects to build positive feelings towards its existence. More importantly, it may help self-managed groups members to adjust to the change-taking place with the government requirement of SHGs operations and requirements. In addition, training increases ease of use and reduces user resistance, which, in turn, enhances the likelihood of self-managed groups success. To fill the gap, the intent of this study was to establish the extent to which capacity building as a practice influence the performance of SHGs projects performance in Nyeri central sub county in Nyeri County.

2.7 Management Skills Sharing and Performance of Self-Help Groups

A study by King and Lawley (2016) found out that there was a positive association between management skills knowledge sharing and group performance. The three types of management skills shared among group members included technical skills, leadership skills and conceptual skills. The findings showed that management skills knowledge sharing practice can improve SHG performance even without the core

practices. Although a plethora of knowledge sharing practices have been described, management skills knowledge sharing approach can be discerned and is termed as effective towards improving performance of self-managed groups. This process resulted with the ten following distinct generic shared management practices which are: top management commitment and support, organization for quality, member training, member participation, supplier quality management, customer focus, continuous support, improvement of membership sustainability, SHGs group projects goals achievement and hence success.

The study by Fernando and Azhagaiah (2015) advocated that leadership skills are the most required in the management of the SHGs as they are very important and influence to motivate people to achieve a firm's goals. The author's defined leadership as the ability to influence people willingly follows one's guidance or adheres to one's decisions. The study argued that management's level of education, skills & capability are also important for the success of SHGs. Most empirical evidence suggests that SHGs with better educated group members are more efficient and tend to grow more quickly.

In their study, Rue and Byars (2014) found out that capability is greatly influenced by once intelligence, physical ability and level of education. Understanding the effects of leadership on self-help group project setting is also important because leadership was presented as one of the key driving forces for improving a group's performance if its knowledge was better shared and understood. Effective leadership is seen as a potent source of management development and sustained competitive advantage for strategic change management improvement (Fernando & Azhagaiah (2015).

According to a study by Zhu (2015) transactional leadership skills if well shared helps groups achieve their current group setting projects objectives more efficiently by linking job self-help group project setting to valued rewards and by ensuring members have the resources needed to get the job done (Zhu, 2015). Visionary self-made group leaders create a strategic vision of some future state, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision. The study recommended that visionary leadership will result in high levels of cohesion, commitment, trust, motivation, and hence self-help group project setting in the new organizational environments. To fill the gap, the

intent of this study was to establish the extent to which managerial skills knowledge influence the performance of SHGs projects performance in Nyeri central sub county in Nyeri County.

2.8 Theoretical Framework

This study was guided by the Goal Setting Theory and the Dynamic Systems Theory.

2.8.1 Goal Setting Theory

The goal setting theory was proposed and opinioned by Latham and Locke (1991). The goal setting theory was found simply in purposefully directed action (Latham & Locke, 1991). According to Latham and Locke (1991) what motivates people to perform better tasks than other people? We assume that two individuals have equal ability to function and we also make a case that it could be motivational or passion-driven (Latham & Locke 1991). A simple understanding of goal settings is that certain individuals perform better than others due to different attitudes to the performance of a certain goal. The impact of goal attributes in relation to task performance has been effectively researched. All results show that performance is a linear function of goal difficulty.

With motivation and passion to a task, the harder the goal, the higher the performance of the goal being achieved (Locke & Latham, 1991). The findings recorded by Locke & Latham show that people shift their level of effort to the difficulty of the task. Hence, they work harder for difficult goals rather than easy goals as expected. Goal settings are significant in achieving purposefully directed action which benefits the individual. A new wave of the concept of goal settings has been studied as a means of understanding how setting goals work today. Goals are used to motivate behavior by using an existing skill and improving this skill to search for knowledge, or to improve this knowledge that has already been stored (Latham & Locke 2006). The new advancement in goal theory developed by Locke and Latham show three very distinct categories of studies. These categories are; to determine the level at which goals are set, research has shown that self-efficacy (how well an individual is able to carry out an action in specific situations), past performance and social influences all affect goal choice (Locke & Latham, 2006).

In a self-help group projects setting, this theory is applicable in that sharing knowledge on how group project's goals are set or learning goals together as a group serve to enhance metacognition (awareness and understanding of a person's process of thinking) which is necessary for progress toward goal achievement. Goal setting is very useful within groups to boost performance and motivation. Group level goals are fueled by team-related effort. Overall, goal settings can be used at both the individual and group level setting to enhance performance and create accountability for an individual's outcomes.

2.8.2 Dynamics Systems Theory

Tuckman (1965) proposed the four-stage model called Tuckman's Stages for a group. Tuckman's model states that the ideal group decision-making process should occur in four stages: Forming (pretending to get on or get along with others), Storming (letting down the politeness barrier and trying to get down to the issues even if tempers flare up), Norming (getting used to each other and developing trust and productivity) and Performing (working in a group to a common goal on a highly efficient and cooperative basis). Tuckman later added a fifth stage for the dissolution of a group called adjourning. (Adjourning may also be referred to as mourning, i.e. mourning the adjournment of the group). This model refers to the overall pattern of the group, but of course individuals within a group work in different ways. If distrust persists, a group may never even get to the Norming stage.

According to the theorist, there are the underlying processes that give rise to a set of norms, roles, relations, and common goals that characterize a particular social group. The theory asserts that amongst the members of a group, there is a state of interdependence, through which the behaviors, attitudes, opinions, and experiences of each member are collectively influenced by the other group members especially through knowledge sharing on 4 aspects of professionalism, technology, capacity development and goal setting. The theorist stresses that group dynamics influence individual behavior, attitudes, and opinions towards achieving a certain goal. Of course, the dynamics of a particular group depend on how one defines the boundaries of the SHG. Of course, the applicability of this model was that a SHG setting has to enhance their knowledge through clear engagements that would help them up their ability to enhance their set projects.

2.9 Conceptual Framework

This study was guided by the following conceptual framework to assess the influence of knowledge sharing practices (Independent Variables) on performance (Dependent Variable) of self-help groups in Nyeri Central Sub County, Nyeri County, Kenya.

Independent Variables

Dependent Variable

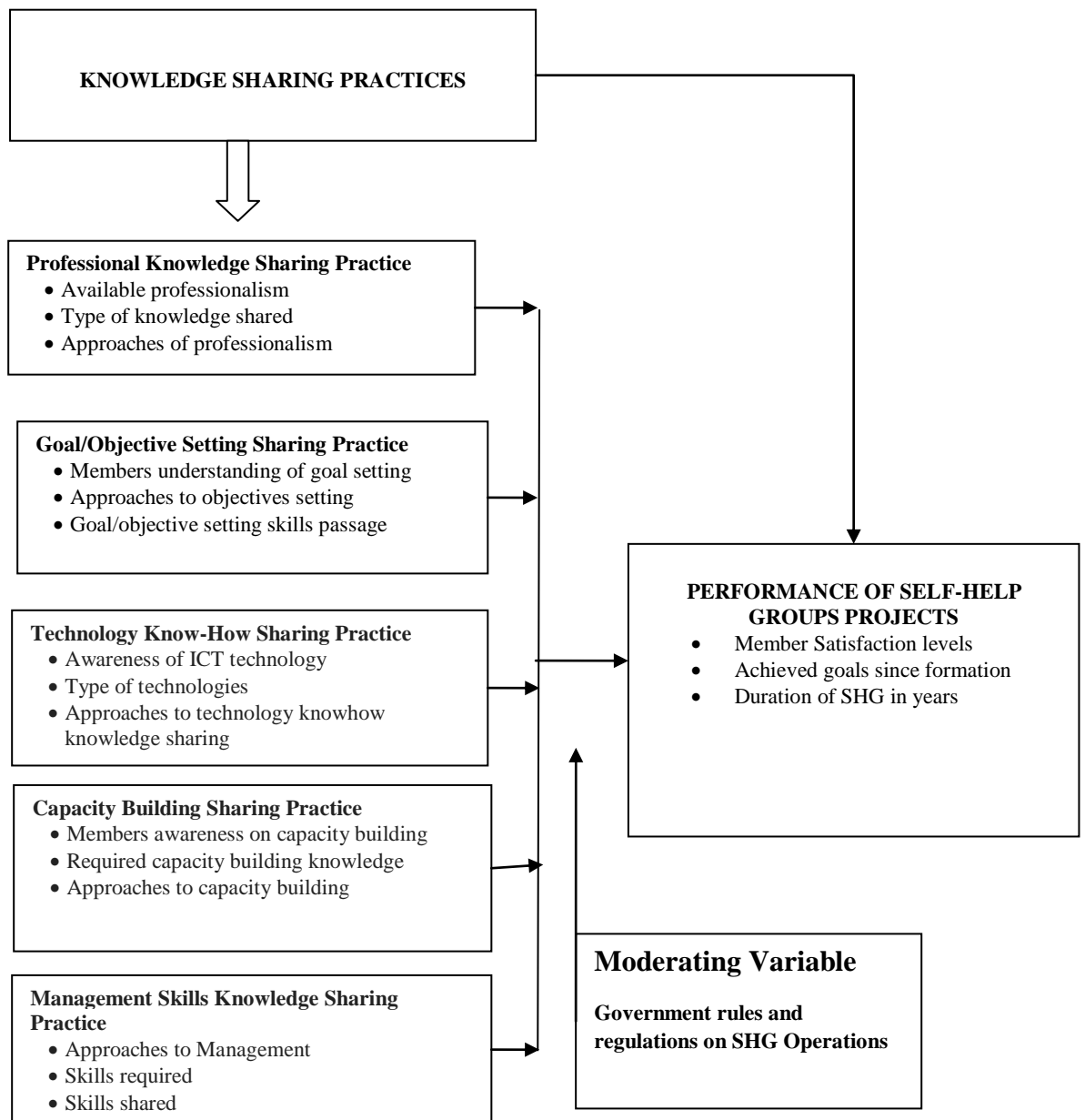


Figure 1: Conceptual framework

Source: Researcher (2020)

The conceptual framework above stipulated that there was a relationship between professional knowledge sharing practice, goal setting sharing practice, technology knowledge sharing practice, capacity building sharing practice, management skills sharing practice and the performance of SHGs projects which were being assessed as being positive, negative or no relationship at all. A change in any of the studied practices led to either a change on the performance of SHG’s projects in the county.

2.10 Summary of Research Gaps

The research established that there is a link between knowledge sharing practices and projects performance. The literature however failed to present a direct relationship more specific to SHGs projects performance. The table below presents more detailed information on research knowledge gaps.

Table 4.1: Research Knowledge Gap

Objective	Literature summary	Knowledge Research gap
To establish the influence of professional knowledge sharing practice on performance of self-help group’s projects	The research found out that professional knowledge sharing was a critical component of knowledge management.	Despite showing that professional knowledge sharing practice was an important aspect, the research did not explicitly emphasize on how extent it was critical towards the performance of the SHGs projects
To evaluate the influence of goal setting knowledge sharing practice on performance of self-help group’s projects	The literature found out that setting goals in self-help groups or any other groups is key for it is the way in which people can be accountable for themselves and the actions they take towards the group project settings	The literature did not perfectly explain on techniques towards goal setting knowledge sharing except in showing some existing relationship
To determine the influence of technology knowledge sharing practice on performance of self-help group’s projects	The literature showed that important skills for group members included preparing agendas, conducting meetings, speaking in public with confidence, writing minutes, resolving conflicts, problem-solving, democratic decision-making, delegation of tasks, monitoring progress.	The literature only indicated areas of technology knowledge but did not specifically indicate how collectively they influence the performance of SHGs.
To determine the influence of capacity building techniques sharing practice on performance of self-help group’s projects	In summary, the literature reviewed was clear that knowledge sharing practices have been based on the utilization of the best management skills and approaches which are discerned and termed as effective towards improving performance of self-managed groups.	The reviewed literature failed to elaborate the extent to which capacity building affects the said performance of the SHGs.

Researcher (2020)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology referred to approaches and techniques laid down for conducting research in a given field. This chapter outlined the type of research methodology that was applied. It covered the type of research design, sample and sampling procedure method, target population, accessible population and sample size. Further, data collection procedure and analysis, research instruments the study adopted. It also focused on validity and reliability of instruments and ethical issues. The sections clearly structured and provided room for the researcher to carry out a comprehensive survey on the topical issue.

3.2 Research Design

This study used a descriptive survey research design approach. The reason for the choice was for the preliminary studies to allow researchers to gather primary or first-hand information about a scenario or happening, summarize, present and interpret for the purpose of clarification (Maxwell, 2012). The study was fitted within the provisions of descriptive research design approach because the researcher collect data and report the way things are without manipulating any variables. Research design dealt with the detailing of procedures that was adopted to carry out the research study as Mitchell and Jolley (2012) describes. Lambert and Lambert (2012) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Frels and Onwuegbuzie (2013) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The main advantage of descriptive research is that it has the potential to provide a lot of information from quite a large sample of individuals. By employing this study design, this study focused on obtaining quantitative data from respondents that assessed the influence of knowledge sharing practices on performance of self-help groups in Nyeri Central Sub County, Nyeri County, Kenya.

3.3 Target Population

The scope of this study was all the registered self-help groups in Nyeri Central Sub County, Nyeri County, Kenya. There were a total of 237 self-help groups in Nyeri Central Sub County according to the county government statistics. The target population of the study was 3 members who are also leaders in the SHGs comprising of the chairperson, secretary and the treasurer. The choice of the group leaders was based on the fact that they are the ones responsible and answerable to the authorities on matters and operations of their self-help groups while at the same time they are the ones who understand well on knowledge sharing approaches or practices/aspects they use or used by hired individuals or organizations. They were also the ones opined to acquire the required knowledge that in one way or another enhance their projects performance. The distribution of the target population was as shown in the Table 3.1 below:

Table 3.2: Target Population

Category	Target population
Chairperson	237
Secretary	237
Treasurer	237
Total	711

Source: (County Government of Nyeri statistics, 2020)

3.4 Sample Size and Sampling Procedures

3.4.1 Sample Size

A sample is a set of entities drawn from a population with the aim of estimating characteristic of the population (Balköse & Hamrang, 2015). A sample size is a subset of the population to which researcher intends to generalize the results. It is the number or size off items, objects or individual selected for research to represent the population as a whole. The study considered a sample of adequate % of the groups through simple random sampling technique. Hence, the sample size was 108 possible respondents.

3.4.2 Sampling Procedure

The study also used stratified random sampling technique to select adequate % of the target population.

Table 3.3: Sample Size

Category	Target Population	Sampling Technique	Sample Size
Self Help Groups	237	Simple Random (50%)	119
Chairperson	119	Stratified Random (30%)	36
Secretary	119	”	36
Treasurer	119	”	36
Total	357	-	108

Source: Researcher (2020)

3.5 Data Collection Instruments

This study utilized questionnaire as a primary tool for data collection. A questionnaire is a set of carefully selected and ordered questions used in survey studies. Questionnaires are resourceful data collection instruments which enable the researcher to measure the variables of concern (Cuervo-Cazurra, Mudambi, Pedersen & Piscitello, 2017). This was informed by the simplicity of its administration, scoring of items as well as their ease of use in the data analysis process. The questionnaire consisted of items applying the Likert scale with the responses ranging from strongly agree, agree, not sure, disagree and strongly disagree on a 5,4,3,2,1 rating scale respectively. The questionnaire also consisted of both open-ended and closed-ended questions to offer opportunities for comments, suggestions and areas of improvement that would make a positive difference on how SHGs should be managed.

3.5.1 Piloting of the Instruments

According to Crowther and Lancaster (2012) a pilot study is a pre-study carried out in small scale to assess time, feasibility, cost and difficult scenarios and also to allow improvements on the study design before the main study can be done. In this case, a pilot study was conducted at Karatina town where at least 10 respondents were randomly picked to participate in the study. This was because they share similar characteristics as per their counterparts in the Sub County of the study.

3.5.2 Validity of the Instruments

The validity was enhanced through appraisal of the tools and verification by the supervisor who is an expert. Furthermore, the questionnaire was subjected to pre-test to detect any deficiencies in it. Validity is the degree to which an instrument measures what is supposed to measure. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Lakshmi & Mohideen, 2013). The necessary improvements were made. The research adopted content validity, face validity and construct validity all of which refers to the extent to which a measuring instrument provides adequate coverage of the topic under study. To ensure content validity, the instruments were reviewed by the supervisors, hence; enabling the content to address the purpose and avoid ambiguity. This ensured that all respondents understood the contents of the semi-structured questionnaire. Response options were provided for some of the questions to ensure that the answers given were in line with the research questions that they were meant to measure.

3.5.3 Reliability of the Instruments

A pilot study was carried out to determine the reliability of the questionnaires. The pilot study involved sampled respondents from a different sub-county. Reliability analysis was subsequently done using Cronbach's Alpha test which measures the internal consistency by establishing if certain items within a scale measures the same construct, and whether the data gathered on each variable has significance on the dependent variable. The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability, and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. A pilot study was conducted at Karatina town where at least 10 respondents were randomly picked to participate in the study. This was because they share similar characteristics as per their counterparts in the study Sub County. To measure the reliability of the data being gathered, Cronbach's alpha was applied. Cronbach's alpha is a coefficient of internal consistency. Tavakol and Dennick (2011) have indicated a value of 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in literature. Cronbach's alpha values that were obtained provided an analysis of the reliability level of the research instrument, of which all were 0.7 and above.

3.6 Data Collection Procedures

Data collection entails the application of procedures that are aimed at extracting appropriate information from the respondents in a study. Data collection was carried out after the approval of the research proposal by the University of Nairobi. The researcher proceeded to seek a license from NACOSTI. Using the authorization letter that was provided by the University of Nairobi, the researcher began the process of data collection. After getting consent to visit the selected respondents for the collection of the needed information, the researcher personally collected data from the respondents. The research assistants were first taken through training to clearly understand the research instruments, purpose of the study and ethics of research. The researcher and research assistants then administered the questionnaires to the respondents face to face so that they can have some time to explain to them what is required and the relevance of the information needed. The respondents were left with the questionnaires for two weeks so that they can read, understand and fill the required information at their own comfort. The completed questionnaires were then collected in readiness for data analysis.

3.7 Data Analysis Technique

This study used descriptive statistics in carrying out the analysis of the collected data. The study was expected to generate both qualitative and quantitative data. Once completed questionnaires were received, they were reviewed for completeness and consistency.

3.7.1 Quantitative Analysis

Quantitative data from close-ended questions and Likert Scales were coded and entered into Statistical Packages for Social Scientists (SPSS) Version 22.0 and analyzed using descriptive statistics. This was done by tallying up the responses, computing the percentages of variations in response as well as describing and interpreting the data in line with the study objectives and assumptions. This technique gave simple summaries about the sample data and present quantitative descriptions in a manageable form together with simple graphical analysis, descriptive statistics form the basis of virtually every quantitative analysis of data (Connaway & Powell, 2010).

Descriptive statistics was used to describe data collected from a unit or sample. The percentages, standard deviation, mean and median are the common parameters used in descriptive statistics. Stokes (2011) explains that descriptive statistics involves use of absolute and relative (percentages) frequencies, measures of central tendency and dispersion (mean and standard deviation). After Quantitative data is analyzed, it was presented in tables and explanations in prose form. To test the level of significance of each independent variable against dependent variable, the study used Pearson's Correlation and Linear Regression. In addition, the researcher used multiple regression analysis to establish the strength of the relationship between the dependent and independent variables (Professional knowledge sharing, Goal setting knowledge sharing, Technology Knowledge sharing, Capacity building techniques sharing and management skills sharing). The regression equation used was presented as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \alpha$$

Where:

Y is Performance of Self-Help Groups in Nyeri Central Sub County, Nyeri County, Kenya.

X₁ Professional Knowledge sharing practice

X₂ is Technology Knowledge sharing practice

X₃ is Goal Setting Practices

X₄ is Capacity Building Techniques

X₅ is Management Skills Sharing practice

β₀ is the regression coefficient/constant/Y-intercept

β₁, β₂, β₃, β₄ and **β₅** were the slopes of the regression equation, **α** is an error term normally distributed about a mean of 0 and for purpose of computation, the **α** is assumed to be 0.

3.7.2 Qualitative Analysis

Additionally, qualitative data collected from the open ended questions was analyzed based on the content matter of the responses. Responses with common themes or patterns were grouped together into coherent categories.

3.8 Operationalization of Variables

The table below presented the operationalization of variables:

Table 3.4: Operationalization of Variables

Objective	Type of Variable	Indicator	Scale of Measurement	Methods of Data Analysis
To establish the influence of professional knowledge sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.	Independent	<ul style="list-style-type: none"> Type of professional knowledge shared towards performance Approaches of professional knowledge practices 	Interval 5-point Likert scale-ordinal-nominal	Descriptive
To evaluate the influence of goal setting knowledge sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.	Independent	<ul style="list-style-type: none"> approaches to objectives setting are important to SHGs projects performance goal/objective setting skills passage done towards SHGs projects 	Interval 5-point Likert scale-ordinal-nominal	Descriptive
To determine the influence of technology Knowledge sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.	Independent	<ul style="list-style-type: none"> Best technologies awareness ICT technology awareness 	Interval 5-point Likert scale-ordinal-nominal	Descriptive
To determine the influence of capacity building techniques on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.	Independent	<ul style="list-style-type: none"> Awareness of training programs Capacity building Approaches 	Interval 5-point Likert scale-ordinal-nominal	Descriptive
To evaluate the influence of management skills sharing practice on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.	Independent	<ul style="list-style-type: none"> Available management skills Extent of influence of management knowledge sharing practice 	Interval 5-point Likert scale-ordinal-nominal	
-	Dependent	<ul style="list-style-type: none"> Years/months has group existed Satisfaction level on SHGs project 	Interval 5-point Likert scale-nominal	Descriptive

Source: Researcher (2020)

3.9 Ethical Considerations

According to Neumann (2013) ‘ethical’ are behaviours that are seen as correct and acceptable in a profession. Ethics refer to a branch of philosophy which deals with the persons conduct or behavior. The researcher took into account three research considerations; ethical issues related to the individual researcher, ethical issues that has to do with the participants and the way the research was done. A permit from the National Commission for Science, Technology and Innovation (NACOSTI) sought to ensure there is authorization for the research to be done. The researcher also sought permission from all the sampled SHGs and an introduction letter from the University of Nairobi which accompanied the research instruments. The researchers upheld high ethical and integrity standards especially when dealing with human subjects. Participants were made aware of the purpose of the study, the data that the researcher needed from them, why this data was important, how they would take part of the study and how the study will affect them. In this study, the researcher did not misuse any power over the subjects; whether intellectual, legal, expertise or authority to ask the research subjects to perform activities that could put them in trouble or stigmatize them.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the data analysis, interpretation and presentation. This study was guided by the following specific objectives; to establish the influence of professional knowledge sharing on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya, to evaluate the influence of goal setting knowledge sharing on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya, to determine the influence of technology Knowledge sharing on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya, to determine the influence of capacity building techniques sharing on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya; and to evaluate the influence of management skills sharing on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.

4.2 Questionnaire Return Rate

Table 4.5: Return Rate

Responses	Frequency	Percentage
Responded	88	81
Not responded	20	19
Total	108	100

Source: Researcher (2020)

The researcher distributed a total of 108 questionnaires. Out of these, 88 questionnaires were returned completely and well filled whereas 20 were either returned as faulty or were not received back at all and were therefore not incorporated in analysis giving the study a response rate of 81%. The response rate was found to be adequate according to Mugenda and Mugenda (2010) who advocates that a response rate of 75% or above is adequate and pleasing for any given academic research.

4.3 Background Information of the Respondents

Table 4.6: Gender of the Respondents

Gender	Frequency	Percentage
Male	47	53
Female	41	47
Total	88	100

Source: Researcher (2020)

The study wanted to establish the gender of the respondents; According to the study findings in the Table 4.6, majority of the respondents were male as shown by 53% whereas the rest were women as shown by 47%.

Table 4.7: Respondent's position in the SH Group

Position	Frequency	Percentage
Chairperson	34	39
Secretary	26	30
Treasurer	28	32
Total	88	100

Source: Researcher (2020)

The researcher sought to establish the respondent's position in the self-help groups. According to the results displayed in the Table 4.7 above, 39% of the respondents were chairpersons, 30% were secretaries to the Self Help Groups whereas 32% said they were treasurers respectively. An implication that the researcher was able to balance out the sampled group categories.

Table 4.8: Respondents' Highest Level of Education

Education level	Frequency	Percentage
Primary level	23	26
Secondary level	41	47
College level	13	15
University level	11	13
Total	88	100

Source: Researcher (2020)

The study sought to establish the respondent's highest level of education. On this question, 47% of the respondents said that they had secondary level education, 26% said primary level education, 15% said college level education whereas the rest as shown by 13% said that they had university level education respectively. This implied that the levels of education of the respondents was adequate enough and hence were able to understand on the questions raised in the research tool.

Table 4.9: Age Bracket of the Respondents

Age bracket	Frequency	Percentage
Below 30 years	31	35
31 to 40 years	41	47
41 - 50 years	14	16
51-60 years	2	2
Total	88	100

Source: Researcher (2020)

The researcher wanted to find out the age bracket of the respondents. According to the findings displayed in the Table 4.9 above, 47% said they were aged between 31-40 years, 35% below 30 years, 16% said between 41-50 years whereas only a few who said they were aged above 51-60 years respectively. This was an implication that the respondents' age brackets were adequately mature to understand well the issues surrounding the management of their SHG.

Table 4.10: Duration respondent have been in the Self-Help Group

Duration	Frequency	Percentage
1 - 2 years	43	49
2 – 3 years	21	24
3 – 4 years	13	15
5 Years and Above	11	13
Total	88	100

Source: Researcher (2020)

The study wanted to establish the duration for which respondents have been in the Self-Help Group. On this question, majority of the respondents as displayed in the table 4.10 above 49% said they were in their respective SHG in a duration of 1-2 years, 24% said 2-3 years, 15% said 3-4 years whereas 13% said that they have been in their group for a duration of 5 years and above. This implied that most of the respondents had been in SHGs for a lesser period but understood well on issues regarding the raised questions in the study.

Table 4.11: No of Members in the Group

Membership	Frequency	Percentage
Below 5 Members	0	0
5-15 Members	41	47
16-25 Members	20	23
26-35 Members	18	20
Over 65 Members	9	10
Total	88	100

Source: Researcher (2020)

The study wanted to establish the number of members in the group. According to results displayed in the table 4.11 above, 47% of the respondents said they were between 5-15 members, 23% said 16-25 members, 20% said 26-35 members whereas 10% said their SHG had over 65 members respectively.

4.4 Performance of Self Help Group's Projects

The study sought to establish the respondents' satisfaction levels towards measures of projects performance their SHG engages in.

Table 4.12: Respondents satisfaction levels on measures of projects performance their SHG engages in

Statements						Mean score	Std. Dev
	Very satisfied	Satisfied	Moderately satisfied	Dissatisfied	Very dissatisfied		
I am satisfied with the complete and incomplete SHG's projects performance	15	79	2	4	0	4.05	0.0329
This group has existed for a good period that am happy of having accomplished most of its projects	19	71	6	3	1	4.04	0.0020
We have acquired awards and other appraisals due to timely completion of projects	19	68	11	1	1	4.03	0.0020
Composite mean	-	-	-	-	-	4.040	0.0123

Source: Researcher (2020)

According to the findings displayed in the Table 4.12 above, majority of the respondents said that; they were satisfied with the complete and incomplete SHG's projects performance, their group has existed for a good period that they were happy of having accomplished most of its projects and that; they have acquired awards and other appraisals due to timely completion of projects as shown by the mean scores of 4.05, 4.04 and 4.03 respectively.

4.5 Professional Knowledge sharing practice and Performance of Self-Help Group's projects in Nyeri Central Sub County

The section below presents the analysis on professional Knowledge sharing practice and Performance of Self-Help Group's projects in Nyeri Central Sub County.

Table 4.13: Respondents' level of satisfaction on the influence of professional knowledge on performance of their Self-Help Groups' projects

Level	Frequency	Percentage
Very satisfied	10	11
Satisfied	39	44
Undecided	25	28
Dissatisfied	12	14
Very dissatisfied	2	2
Total	88	100

Source: Researcher (2020)

The study sought to find out the respondents' level of satisfaction on the influence of professional knowledge practice on performance of their Self-Help Groups' projects. According to the results displayed in the Table 4.13 above; 44% of the respondents said that they were satisfied on the influence of professional knowledge practice on performance of their Self-Help Groups' projects, 28% said they were undecided, 14% said they were dissatisfied, 11% said that they were very satisfied respectively whereas 2% said they were very dissatisfied.

The researcher wanted to find out the respondent's agreement level with the given statements on the influence of professional knowledge on performance of their Self-Help Group's projects.

Table 4.14: Respondents agreement level with the given statements on the influence of professional knowledge on performance of their Self-Help Group's projects

Statements						Mean score	Std. Dev
	Strongly agree	Agree	Moderately agree	Disagree	Strongly Disagree		
Am happy that the professional knowledge sharing has been a critical component in our projects success	15	85	0	0	0	4.14	0.0337
I already understand the value of professional knowledge sharing to SHGs project	15	84	1	0	0	4.14	0.0337
Group leaders and members can now utilize professional knowledge passed on to them to enhance projects performance	24	66	4	6	0	4.08	0.0332
Am happy that professional knowledge sharing has enabled member's interactions to share ideas, information, and suggestions relevant to the team's task at hand	7	77	12	2	2	3.85	0.0313
Professionalism in the group has enhanced trust in projects activities	13	60	25	1	1	3.83	0.0311
We have leaders with adequate professional knowledge who are able to influence individuals to accomplish a group projects performance.	15	55	29	0	1	3.83	0.0311
Composite Mean Score	-	-	-	-	-	3.978	0.03235

Source: Researcher (2020)

Referring to the findings in the Table 4.14, majority of the respondents were in agreement that; they were happy that the professional knowledge sharing has been a critical component in the project successes, they already understand the value of professional knowledge sharing to SHGs project, group leaders and members can now utilize professional knowledge passed on to them to enhance projects performance, they are happy that professional knowledge sharing has enabled member's

interactions to share ideas, information, and suggestions relevant to the team's task at hand, professionalism in the group has enhanced trust in projects activities and that; they have leaders with adequate professional knowledge who are able to influence individuals to accomplish a group projects performance as shown by the mean scores of 4.14, 4.14, 4.08, 3.85, 3.83 and 3.83 respectively. The results agree with the literature reviewed on a study by Raghavan (2013) in Bagdad among township women groups projects found out that professional knowledge sharing was a critical component of knowledge management.

4.6 Goal Setting knowledge sharing practice and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

The section below presents findings on the influence of Goal Setting knowledge sharing practice on Performance of their Self-Help Groups' Projects.

Table 4.15: Respondents level of satisfaction on the influence of Goal setting knowledge sharing practice on Performance of their Self-Help Groups' Projects

Levels	Frequency	Percentage
Very satisfied	9	10
Satisfied	41	47
Undecided	25	28
Dissatisfied	11	13
Very dissatisfied	2	2
Total	88	100

Source: Researcher (2020)

The researcher required the respondents' to indicate level of satisfaction on the influence of Goal Setting KS practice on performance of their Self-Help Groups' Projects. According to the results displayed in the table 4.15 above, majority of the respondents as shown by 47% were in satisfaction on the influence of Goal Setting practice on performance of their Self-Help Groups' Projects, 28% said they were undecided, 13% were dissatisfied, 10% said very satisfied whereas 2% said that they were very dissatisfied on the influence of on the influence of goal setting practice on performance of their Self-Help Groups' Projects.

The researcher wanted to establish the respondents' level on statements regarding the influence of goal setting on performance of their Self-Help Groups' Projects.

Table 4.16: Respondents level of agreement level on statements regarding the influence of Goal setting knowledge sharing practice on performance of their Self-Help Groups' Projects

Statements						Mean Score	Std. Dev
	Strongly agree	Agree	Moderately agree	Disagree	Strongly Disagree		
Knowledge on setting goals in my self-help group has been important for as means in which people become accountable for themselves enhancing project performance	23	69	4	3	1	4.1	0.0021
Through goal setting practice group members have the options and preferences to choose their goals and actions based on habit, planning, or both towards their set projects.	24	68	4	3	1	4.1	0.0011
Goal setting is usually well-organized and eases decision making, coupled with behavioral flexibility.	24	64	7	5	0	4.07	0.0331
Am happy about the goals set by the group members for they are smart towards our SHG's projects progress	18	70	12	0	0	4.06	0.0330
Composite mean score	-	-	-	-	-	4.0825	0.0173

Source: Researcher (2020)

According to the findings displayed in the table 4.16 above, majority of the respondents were in agreement that; knowledge on setting goals in their self-help group has been important as means in which people become accountable for themselves enhancing project performance, through goal setting practice group members have the options and preferences to choose their goals and actions based on either habit, planning, or both towards their set projects, goal setting is usually well-organized and eases decision making, coupled with behavioral flexibility and that; they were happy about the goals set by the group members for they are smart towards their SHG's projects progress as shown by the mean scores of 4.1, 4.1, 4.07 and 4.06 respectively.

This confirms with the literature by Biswas (2017) findings in a study conducted in Bangladesh where the target groups were 300 single mother groups reported that goal setting practices awareness and planning equips an individual with more productive decision making.

4.7 Technology Knowledge sharing practice and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

The section below presents the results on the influence of technology Knowledge sharing practice and performance of self-help groups' projects in Nyeri Central Sub County.

Table 4.17: Respondents level of satisfaction on the influence of technology Knowledge sharing practice on the Performance of their Self-Help Groups' Projects

Levels	Frequency	Percentage
Very satisfied	13	15
Satisfied	36	41
Undecided	12	14
Dissatisfied	21	24
Very dissatisfied	6	7
Total	88	100

Source: Researcher (2020)

The researcher sought to find out the respondents' level of satisfaction on the influence of technology Knowledge sharing practice and Performance of their Self-Help Groups' Projects. According to the results displayed in the table 4.17 above, majority of the respondents as shown by 41% were in satisfaction on the influence of technology Knowledge sharing practice and performance of their Self-Help Groups' Projects, 14% said they were undecided, 24% were dissatisfied, 15% said very satisfied whereas 7% said that they were very dissatisfied on the influence of technology knowledge sharing practice on performance of their Self-Help Groups' Projects.

The study wanted to find out the respondents level of agreement on statements regarding the influence of Technology knowledge sharing practice on performance of their Self-Help Groups' Projects.

Table 4.18: Respondents level of agreement on statements regarding the influence of Technology Knowledge sharing practice on performance of their Self-Help Groups' Projects

Statements	Strongly agree	Agree	Moderately agree	Disagree	Strongly Disagree	Mean score	Std. Dev
I am happy that my SHG often acquires considerable technological support and technology knowhow and they can function effectively and independently	11	49	38	1	1	3.27	.2033
Sometimes our self-help groups benefit from the development of special technological skills towards enhancing the projects performance	13	50	35	1	1	3.22	.1023
Am happy that my SHG benefits from inviting members from existing self-help groups within the community or leaders who have technology knowhow	7	77	12	2	2	3.05	.1110
I believe my SHG often need considerable support and technology knowhow support to enhance their continued functioning on project matters	10	76	10	2	2	3.00	.0022
Composite mean score	-	-	-	-	-	3.135	0.1047

Source: Researcher (2020)

According to the results, majority of the respondents were in agreement that; they are very happy that their SHG often acquires considerable technological support and technology knowhow and they can function effectively and independently, sometimes their self-help groups benefit from the development of special technological skills towards enhancing the projects performance, they are happy that their SHG benefits from inviting members from existing self-help groups within the community or leaders who have technology knowledge and that; they believe their SHG often need considerable support and technology knowledge support to enhance their continued functioning on project matters as shown by the mean scores of 3.27, 3.22, 3.05 and 3.00 respectively.

The findings agree with the literature that early contact between people in self-help groups is important for learning, future links and mutual help. Groups may be hesitant about getting involved in social or political action at first because they feel they lack the Knowledge which is very important or ability (Bajwa, 2014).

4.8 Capacity Building knowledge sharing practice and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

The section below presents the results on the influence of capacity building knowledge sharing practice and Performance of their Self-Help Groups' Projects.

Table 4.19: Respondents level of satisfaction on the influence of Capacity Building knowledge sharing practice and Performance of their Self-Help Groups' Projects

Extent	Frequency	Percentage
Very satisfied	10	11
Satisfied	29	33
Undecided	22	25
Dissatisfied	21	24
Very dissatisfied	6	7
Total	88	100

Source: Researcher (2020)

The researcher sought to find out the respondents' level of satisfaction on the influence of capacity building knowledge sharing practice and performance of their Self-Help Groups' Projects. According to the results displayed in the table 4.19 above, majority of the respondents as shown by 33% were in satisfaction on the influence of capacity building knowledge sharing practice and performance of their Self-Help Groups' Projects, 25% said they were undecided, 24% were dissatisfied, 11% said very satisfied whereas 7% said that they were very dissatisfied on the influence of Capacity Building knowledge sharing practice and Performance of their Self-Help Groups' Projects.

The researcher sought to establish the respondents' level of agreement on statements regarding the influence of capacity building and performance of self-help groups' projects.

Table 4.20: Respondents' level of agreement on statements regarding the influence of Capacity Building and Performance of their Self-Help Groups' Projects

Statements						Mean score	Std. Dev
	Strongly agree	Agree	Moderately agree	Disagree	Strongly Disagree		
We receive adequate training and education that assist our self-managed group projects through building positive feelings towards its existence	11	86	1	1	1	4.05	0.0329
I am happy that end user training is essential for a robust understanding of how the system works and how to use it	13	47	40	1	1	3.76	0.0306
There has been capacity building among members that enhances the users' level of knowledge and proficiency towards projects performance	13	47	38	1	1	3.7	0.0301
Capacity building practice as a form of knowledge sharing has been recognized an important requirement for in our SHG projects performance	8	90	1	1	0	2.95	.0120
Composite Mean Score	-	-	-	-	-	3.615	0.0264

Source: Researcher (2020)

In relation to the findings displayed in the table 4.20 above, majority of the respondents were in agreement that; they receive adequate training and education that assist our self-managed group projects through building positive feelings towards its existence, they are happy that end user training is essential for a robust understanding of how the system works and how to use it, there has been capacity building among members that enhances the users' level of knowledge and proficiency towards projects performance and that; capacity building practice as a form of knowledge sharing has been recognized an important requirement for the SHG projects performance as shown by the mean scores of 4.05, 3.76, 3.7 and 2.95 respectively. The results therefore agree with the literature by Nah (2013) who stated that sufficient training can increase the probability of self-managed groups' success, while the lack of appropriate training can hinder the achievement of the group project goals as well

as enhance a failure in their performance. Adequate training and education may also assist the self-managed group projects to build positive feelings towards its existence.

4.9 Management Skills Sharing and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

The section below presents findings on the influence of management skills sharing and performance of Self-Help Groups' Projects in Nyeri Central Sub County.

Table 4.21: Respondents level of satisfaction on the influence of Management Skills sharing and Performance of Self-Help Groups' Projects

Levels	Frequency	Percentage
Very satisfied	14	16
Satisfied	31	35
Undecided	19	22
Dissatisfied	18	20
Very dissatisfied	6	7
Total	88	100

Source: Researcher (2020)

The study wanted to investigate the respondent's level of satisfaction on the influence of management skills sharing and performance of Self-Help Groups' Projects. According the findings in the Table 4.21, majority of the respondents as shown by 35% said that they were satisfied on the influence of management skills sharing and performance of Self-Help Groups' Projects, 22% were undecided, 20% said dissatisfied, 16% were very satisfied and whereas 7% said they were very dissatisfied.

The researcher sought to find out the respondents' level of agreement with the given statements on the influence of management skills sharing and performance of their Self-Help Groups' Projects.

Table 4.22: Respondents level of agreement with the given statements that have to do with the influence of Management Skills sharing and Performance of their Self-Help Groups' Projects

Statements	Level of Agreement					Mean score	Std. Dev
	Strongly agree	Agree	Moderately agree	Disagree	Strongly Disagree		
I feel motivated about the managerial skills shared among members of my group for they enhance project success	29	70	0	1	0	4.27	0.0347
I believe we have visionary leadership as a result of good management leading to high levels of cohesion, commitment, trust, motivation towards our SHG's projects performance	8	90	1	1	0	4.05	0.0329
I am happy that members always acquire new managerial skills that the performance of SHGs projects performance	19	68	11	1	1	4.03	0.0020
Am happy as a member of my SHG that managerial skills are easy to understand	19	65	11	4	1	4.03	0.0020
Composite mean score	-	-	-	-	-	4.095	0.0179

Source: Researcher (2020)

Based on the findings displayed in the Table 4.22 above, majority of the respondents were in agreement that; they feel motivated about the managerial skills shared among members of group for they enhance project success, they believe we have visionary leadership as a result of good management leading to high levels of cohesion, commitment, trust, motivation towards their SHG's projects performance, they were happy that members always acquire new managerial skills that aid in the performance of SHGs projects performance and that; they are happy as members of the SHG that managerial skills are easy to understand as shown by the mean scores of 4.27, 4.05, 4.03 and 4.03 respectively.

The literature Rue and Byars (2014) also found out that capability is greatly influenced by someone's intelligence, physical ability and level of education. Understanding the effects of leadership on self-help group project setting is also important because leadership was presented as one of the key driving forces for improving a group's performance if its knowledge was better shared and understood.

4.10 Inferential Statistics

4.10.1 Results Based On Model of Estimation

The table 4.23 below presents the model of estimation on the relationship between the studied variables.

Table 4.23: Model of Estimation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.897 ^a	.805	.803	.08978	.00804	3437.1	3	3	.000

a. Predictors: (Constant), Professional Knowledge Sharing Practice, Goal Setting Knowledge Sharing Practice, Technology Knowledge Sharing Practice, Capacity Building Techniques Sharing Practice, Management Skills Sharing Practice

b. Dependent Variable: Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya

Source: Researcher (2020)

Adjusted R squared is coefficient of determination that shows the changes in the dependent variable as a result of variations in the independent variables. As can be seen from the above Table 4.23, the adjusted R value was at 0.803, showing a change of 80.3% on dependent variable. This indicates that the model was a good fit in as indicated by the predictors which are the knowledge sharing practices. In addition, the adjusted multiple coefficient of determination of 0.803 indicates the high joint impact of the explanatory variables. It means that 80.3% of changes on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya are explained by the changes in the knowledge sharing practices whereas 0.197% of changes on Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya are explained by other factors such as location and demographic factors among others.

This can be confirmed by the high figure of F value of 3437.1 which implies a high joint explanatory ability.

4.10.2 Results based on ANOVA Test

The section below presents the Analysis of Variance (ANOVA)

Table 4.24: Analysis of Variance (ANOVA)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	133.210	4	33.3025	2513.10	.000 ^b
	Residual	2.111	121	.0174		
	Total	135.321	125			

a. Dependent Variable: Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya

b. Predictors:(Constant), Professional Knowledge Sharing Practice, Goal Setting Knowledge Sharing Practice, Technology Knowledge Sharing Practice, Capacity Building Techniques Sharing Practice, Management Skills Sharing Practice

Source: Researcher (2020)

The findings of the ANOVA are as shown in the above Table 4.24. The p-value was at 0.000 which is lower than 0.05. From the regression analysis findings, the model was significant when it comes to predicting the Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya at 95% confidence level based on predictor variables professional knowledge sharing practice, goal setting knowledge sharing practice, technology Knowledge sharing practice, capacity building techniques sharing practice, management skills sharing practice.

4.10.3 Correlations among the various factors influencing Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya

The Table 4.25 below presents the correlations among the various factors influencing Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.

Table 4.25: Pearson Coefficient Correlations

		Professional Knowledge Sharing Practice	Goal Setting Knowledge Sharing Practice	Technology Knowledge Sharing Practice	Capacity Building Techniques Sharing Practice	Management Skills Sharing Practice
Professional Knowledge Sharing Practice	Pearson Correlation	1	.361**	.323**	.419**	.221**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	88	88	88	88	88
Goal Setting Knowledge Sharing Practice	Pearson Correlation	.361**	1	.474**	.411**	.311**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	88	88	88	88	88
Technology Knowledge Sharing Practice	Pearson Correlation	.323**	.474**	1	.927**	.257**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	88	88	88	88	88
Capacity Building Techniques Sharing Practice	Pearson Correlation	.419**	.411**	.927**	1	.391**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	88	88	88	88	88
Management Skills Sharing Practice	Pearson Correlation	.221**	.311**	.257**	.391**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	88	88	88	88	88

** Significance level at 95% Level of Confidence

Source: Researcher (2020)

The researcher used Pearson's correlation coefficient test at alpha level 0.05 to determine the relationship between each of the independent variables (professional knowledge sharing practice, goal setting knowledge sharing practice, and technology Knowledge sharing practice, capacity building techniques sharing practice and management skills sharing practice). Table 4.25 indicates a significant association among the study's independent variables; professional knowledge sharing practice, goal setting knowledge sharing practice, technology Knowledge sharing practice, capacity building techniques sharing practice and management skills sharing practice (r=0.782, p=0.000).

Correlation analysis done also indicates a significant association at the 0.05 level (2-tailed).

4.10.4 Regression Model on Factors influencing Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya

The Table 4.26 below presents the combined regression model on factors influencing Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.

Table 4.26: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.321	.024		154.661	-
Professional knowledge sharing practice	.236	.009	1.226	99.883	.011
Goal Setting Knowledge Sharing Practice	.019	.003	.006	.708	.020
Technology Knowledge Sharing Practice	1.540	.032	3.489	81.314	.032
Capacity Building Techniques Sharing Practice	1.141	.2222	2.111	42.321	.011
Management skills knowledge sharing practice	2.311	.032	4.688	7.736	.021

a. Dependent Variable: Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.

Source: Researcher (2020)

As shown in the Table 4.26, the regression equation model for the study was of the form; $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \epsilon$ where Y = Dependent variable (Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya), β_0 = Constant (The intercept of the model), β = Coefficient of the X variables (independent variables), X_1 = Professional Knowledge Sharing Practice, X_2 = Goal Setting Knowledge Sharing Practice, X_3 = Technology Knowledge Sharing Practice, X_4 = Capacity Building Techniques Sharing Practice and X_5 = Management Skills Sharing Practice. The figures in the above table were generated through the use of SPSS data analysis and established the following regression equation; $Y = 2.321+0.236X_1 + 0.019X_2 + 1.540X_3 +1.141X_4+2.311 X_5$.

The study found that when independent variables (X_1 = professional knowledge sharing practice, X_2 = goal setting knowledge sharing practice, X_3 = technology Knowledge sharing practice, X_4 = capacity building techniques sharing practice and X_5 = management skills sharing practice) were kept constant at zero, performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya will be at 2.321. A rise by a unit in professional knowledge sharing practice will result to a rise in performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya by a factor of .236; a rise by a unit in goal setting knowledge sharing practice will result to a rise in Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya by a factor of .019, a rise by a unit in technology Knowledge sharing practice will result to a rise in performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya by a factor of 1.540, a rise by a unit in capacity building techniques sharing practice will lead to increase in Performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya by a factor of 1.141 while a rise by a unit in management skills sharing practice will lead to increase in performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya by a factor of 2.311. The Table 4.26 also shows that the X variables (independent variables), X_1 = professional knowledge sharing practice, X_2 = goal setting knowledge sharing practice, X_3 = technology Knowledge sharing practice, X_4 = capacity building techniques sharing practice and X_5 = management skills sharing practice with Y = performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya were significant at 5% level of significance and 95% level of confidence at .011, .020, .032, 0.011 and .021 respectively.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions, recommendations and recommendations for further studies. The purpose of this study was to assess the influence of knowledge sharing practices on performance of self-help group's projects in Nyeri Central Sub County, Nyeri County, Kenya.

5.2 Summary of Findings

In summary, the study had a response rate of 81% and majority of the respondents were male as represented by 53%. It was found out that 39% of the respondents were chairpersons, 47% of the respondents said that they had secondary level education and that 47% said they were aged between 31-40 years. On the same note, majority of the respondents 49% said they were in their respective SHG in a duration of 1-2 years whereas 47% of the respondents said they were between 5-15 members. The section below presents the discussion of findings of the study based on the research objectives.

5.2.1 Professional Knowledge sharing practice and Performance of Self-Help Group's projects in Nyeri Central Sub County

The study found out that 44% of the respondents were satisfied on the influence of professional knowledge on performance of their Self-Help Groups' projects. According to the findings, majority of the respondents were in agreement that; they were happy that the professional knowledge sharing has been a critical component in the project successes, they already understand the value of professional knowledge sharing to SHGs project, group leaders and members can now utilize professional knowledge passed on to them to enhance projects performance, they are happy that professional knowledge sharing has enabled member's interactions to share ideas, information, and suggestions relevant to the team's task at hand, professionalism in the group has enhanced trust in projects activities and that; they have leaders with adequate professional knowledge who are able to influence individuals to accomplish a group projects performance with an overall composite mean score of 3.978 and a standard deviation of 0.03235.

5.2.2 Goal setting knowledge sharing practice and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

The study found out that majority of respondents' shown by 47% were in satisfaction on the influence of Goal Setting practice on performance of their Self-Help Groups' Projects. According to the findings, majority of the respondents were in agreement that; knowledge on setting goals in their self-help group has been important as means in which people become accountable for themselves enhancing project performance, through goal setting practice group members have the options and preferences to choose their goals and actions based on either habit, planning, or both towards their set projects, goal setting is usually well-organized and eases decision making, coupled with behavioral flexibility and that; they were happy about the goals set by the group members for they are smart towards their SHG's projects progress as shown by the composite mean score of 4.0825 and a standard deviation of 0.0173.

5.2.3 Technology Knowledge sharing practice and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

The study found out that majority of respondents' as shown by 41% were in satisfaction on the influence of technology knowledge sharing practice and performance of their Self-Help Groups' Projects. According to the results, majority of the respondents were in agreement that; they were very happy that their SHG often acquires considerable technological support and technology knowhow and they can function effectively and independently, sometimes their self-help groups benefit from the development of special technological skills towards enhancing the projects performance, they are happy that their SHG benefits from inviting members from existing self-help groups within the community or leaders who have technology knowhow and that; they believe their SHG often need considerable support and technology knowhow support to enhance their continued functioning of project matters as shown by the Composite mean score of 3.135 and a standard deviation of 0.1047.

5.2.4 Capacity Building Knowledge Sharing Practice and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

The study found out that majority of the respondents as shown by 33% was in satisfaction on the influence of capacity building practice and performance of their Self-Help Groups' Projects.

It was found out that majority of the respondents were in agreement that; they receive adequate training and education that assist their self-managed group projects through building positive feelings towards its existence, they are happy that end user training is essential for a robust understanding of how the system works and how to use it, there has been capacity building among members that enhances the users' level of knowledge and proficiency towards projects performance and that; capacity building practice as a form of knowledge sharing has been recognized an important requirement in the SHG projects performance as shown by the composite mean score of 3.615 and a standard deviation of 0.0264.

5.2.5 Management Skills Sharing and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

The study found out that majority of the respondents as shown by 35% said that they were satisfied on the influence of management skills sharing and performance of Self-Help Groups' Projects. The researcher found out that majority of the respondents were in agreement that; they feel motivated about the managerial skills shared among members of their group for they enhance project success, they believe they have visionary leadership as a result of good management leading to high levels of cohesion, commitment, trust, motivation towards their SHG's projects performance, they were happy that members always acquire new managerial skills that aid in the performance of SHGs projects and that; they are happy as members of their SHG that managerial skills are easy to understand as shown by the composite mean score of 4.095 and a standard deviation 0.0179.

5.2.6 Performance of Self Help Group's Projects

The findings indicated that majority of the respondents said that; they were satisfied with the complete and incomplete SHG's projects performance, saying that their group has existed for a good period and that they were happy of having accomplished most of its projects and that; they have acquired awards and other appraisals due to timely completion of projects as shown by the composite mean score of 4.040 and a standard deviation of 0.0123.

5.3 Conclusions

The study concludes that majority of the respondents were in agreement that; they were happy that the professional knowledge sharing has been a critical component in the project successes, they already understand the value of professional knowledge sharing to SHGs project, group leaders and members can now utilize professional knowledge passed on to them to enhance projects performance, they are happy that professional knowledge sharing has enabled member's interactions to share ideas, information, and suggestions relevant to the team's task at hand, professionalism in the group has enhanced trust in projects activities and that; they have leaders with adequate professional knowledge who are able to influence individuals to accomplish a group projects performance.

The study concludes that most members in the SHGs have adequate knowledge on setting goals in their self-help group and that this has been important for it is a means in which people become accountable for themselves enhancing project performance, through goal setting practice group members have the options and preferences to choose their goals and actions based on either habit, planning, or both towards their set projects, goal setting is usually well-organized and eases decision making coupled with behavioral flexibility and that; they were happy about the goals set by the group members for they are smart towards their SHG's projects progress.

The study concluded that most of the SHGs members are very happy that their SHG often acquires considerable technological support and technology knowledge and they can function effectively and independently, sometimes their self-help groups benefit from the development of special technological skills towards enhancing the projects performance, they are happy that their SHG benefits from inviting members from existing self-help groups within the community or leaders who have technology knowhow and that; they believe their SHG often need considerable support and technology knowledge support to enhance their continued functioning on project matters.

The study concluded that majority of the respondents were in agreement that; they receive adequate training and education that assist their self-managed group projects through building positive feelings towards its existence, they are happy that end user training is essential for a robust understanding of how the system works and how to

use it, there has been capacity building among members that enhances the users' level of knowledge and proficiency towards projects performance and that; capacity building practice as a form of knowledge sharing has been recognized as an important requirement in the SHG projects performance.

The study concluded that most SHGs members feel motivated about the managerial skills shared among members of their group for they enhance project success, they believe they have visionary leadership as a result of good management leading to high levels of cohesion, commitment, trust, motivation towards their SHG's projects performance, they were happy that members always acquire new managerial skills that the performance of SHGs projects needs and that; they are happy as members of their SHG that managerial skills are easy to understand.

5.4 Recommendations

The study recommends that the government, through the various agencies and ministries ensure that the knowledge management sharing practices are well enhanced to improve their efficiency on the performance of SHGs in Nyeri County. In this case, there should be enhanced training and development of the leaders in the SHGs for this will act like a rapport towards making them understand the need towards knowledge sharing practices.

The research recommends that the group leaders with the support of government officials and other group members who have diverse knowledge search for more technologies or seek more of technology knowledge practices. In this case, they will be in a position to help their counterparts be in a position to address project related activities in their SHGs which at the long end will have adequate technology knowledge.

5.5 Suggestions For Future Studies

The researcher recommends that future studies include the whole of the Self-help groups in the larger Nyeri county and more so the other 46 counties in Kenya while at the same time establishing the extent to which the studied factors influence the performance of the SHGs projects.

5.6 Contribution to the Body of Knowledge

The researcher was able to compute both descriptive and inferential statistics especially in establishing the extent to which each of the studied factors influenced performance of Self-help Groups in terms of correlation and regression analysis. In this case, the study will help and inform more towards the body of knowledge about knowledge sharing and related practices as dictated by the aspects or indicators highlighted.

REFERENCES

- Andrew, D., Pedersen, P. M., & McEvoy, C. (2011). *Research Methods and Design in Sport Management*. Leeds: Human Kinetics.
- Anyiro, C. O., Ajuka, P. N., Emerole, C. O., & Orji, I. E. (2014). Determinants of People's Participation in Self Help Group Led Micro-Financing of Farms in Isuikwuato Local Government Area of Abia State, Nigeria. *Scientific Papers Series Management, Economic Engineering in Agriculture and Rural Development*, 14 (3), 21-30.
- Asika, N. (2012). *Research Methodology in the Behavioral Science: 4th Revised Edition*. Lagos: Longman
- Biscaye, P., True, Z., Clark, C., Harris, K. P., Anderson, C. L., & Gugerty, M. K. (2014). Self-Help Groups in Development: A Review of Evidence from South Asia and Sub-Saharan Africa. *EPAR Brief no. 283*. Evans School of Public Affairs. Retrieved from https://evans.uw.edu/sites/default/files/EPAR_283_SHG%20Evidence%20Review%20Brief_12.5.14_0.pdf
- Biswas, T. (2017). People Empowerment through Micro Finance: A Boon for Development. *A Paper Presented on Gender Issues & Empowerment of People*, Indian Statistical Institute.
- Black, L., & Robertson, N. (2016). *Consumerism and the Co-Operative Movement in Modern British History: Taking stock*. Manchester: Manchester University Press
- Blay, V. A. (2011). Empowerment of People Through Participation in People Self Help Groups in The Kumasi Metropoli (*Unpublished MSc Thesis*). Kwame Nkrumah University of Science and Technology, Kumasi.
- Connaway, L.S. & Powell, R.R. (2010). *Basic Research Methods for Librarians* (5th Ed.). Santa Barbara, California: Greenwood Publishing Group.
- Creswell, J. W. (2013). *Research design: qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage Publications, Inc.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). Los Angeles: SAGE.
- Daft, D. L. (2014). *Management*. 5th Ed. Fort Worth: TX: Dryden Press.
- Denscombe, M. (2017). *The Good Research Guide*. New York: McGraw-Hill Education.
- Economist.com (2012). *Economic Contribution of People*. *The Economist*. Retrieved from <http://www.economist.com/news/economic-and-financial-indicators/21564857>

- Egolf, D., & Chester, S. (2013). *Forming Storming Norming Performing: Successful Communication in Groups and Teams (3rd ed.)*. Bloomington: Universe Inc.
- Fazalbhoy, S. (2014). People Entrepreneurship as the Way for Economic Development. *Annual Research Journal of Symbiosis Centre for Management Studies*, 2(1), 117–127.
- Fernando, R. R., & Azhagaiah, R. (2015). Economic Empowerment of People through Self Help Groups. *Pacific Business Review International*, 8(5), 91-98.
- Gathuni, A. W. (2015). The Impact of People Self Help Groups on Their Social Empowerment: A Case Study of Murera Sub-Location in Kiambu County (Kenya). *International Journal of Social Science and Humanities Research*, 3(4), 257-261.
- Geleta, E. B. (2015). *The Microfinance Mirage: The Politics of Poverty, Social Capital and People's Empowerment in Ethiopia*. Surrey: Ashgate Publishing Ltd.
- Kattakkara, J. (2013). *A Self-Help Group Approach and Community Organization in a Rural Village*. New Delhi: Xlibris Corporation.
- Kerlinger, F. N (2009). *Foundations of behavioral Research*. (4th ed). California State University: Northridge.
- Kim, Y., & Tcha, M. (2012). Introduction to the Knowledge Sharing Program (KSP) of Korea. *Tracing the Impacts of Korea's Engagements around the World*, Korea Economic Institute.
- Kindernothilfe (2014). The Self Help Group Approach'. *Manual*. Duisburg: Kindernothilfe.
- King, D., & Lawley, S. (2016). *Organizational Behavior* (2nd ed.). Oxford: OUP
- Kisera, N. J., & Muturi, W. (2015). Factors Affecting Performance of People Investment Groups: A Survey of Gucha Sub County, Kisii County. *The International Journal of Business & Management*, 3(4), 412-41.
- Kombo, D.K & Tromp L. A (2016). *Proposal and thesis writing*. Nairobi: Pauline Publication Africa.
- Kothari, C.R. (2011). *Research Methodology Methods and Techniques*. (2nd ed). New Age International publishers: New Delhi.
- Kumar, R. (2011). *Research Methodology: A Step-by-step Guide for Beginners*. New Delhi: Sage Publications Ltd.

- Lambisa, L. A., Ngahu, S., & Wagoki, J. (2016). Effect of Table Banking on Economic Empowerment of Self-Help Groups in Rongai Sub-County, Kenya. *International Journal of Economics, Commerce and Management*, 4(3), 95-115.
- Lee, H. B. (2010). *Empowering People Through Self-Help Groups* (Issue #13 - 2010). <https://www.ifad.org/evaluation/reports/insight/tags/india/y2010/1878606>
- Lunenburg, F. C., & Irby, B. J. (2014). *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences*. Thousand oaks, CA: Corwin Press.
- Mader, P. (2015). *The Political Economy of Microfinance: Financializing Poverty*. London: Palgrave Macmillan.
- Mbithi, N K. (2016). *Effectiveness of Microfinance Training Programmes on People's ability to manage SHGs*. Laba Graphics Services Ltd; Nairobi.
- Mitchell, M. L., & Jolley, J. M. (2013). *Research Design Explained (8th ed.)*. Belmont, CA: Wadsworth Cengage-Learning.
- Mugenda, O. & Mugenda, A. (2011). *Research Methods: Quantitative and Qualitative Approaches*. Laba Graphics Services Ltd; Nairobi.
- Mutai, D. (2015). Factors Influencing Accessibility to Finance by Small Scale People Entrepreneurs in Sotik Sub-County, Bomet County, Kenya. (*Unpublished Masters Thesis*). University of Nairobi, Nairobi.
- Nirmala, K.A., & Geetha, M. (2012). Socio-economic impact of microcredit: A Study of Measurement. In Thakur, A. R., & Sharma, P., (Eds.). *Micro credit and Rural Development* (pp207-224). New Delhi: Deep & Deep Publications.
- Njeru, P. W. (2017). Establishing the Effect of Corporate Governance Strategy to Create Sustainable, Economically Viable Enterprises Through People Self-Help Groups. *International Journal of Commerce, Economics and Management*, 5(2), 344-364.
- O'Connell, T. S., & Cuthbertson, B. (2011). *Group Dynamics in Recreation and Leisure: Creating Conscious Groups Through and Experiential Approach*. Auckland: Human Kinetics.
- Okello, L. N. (2014). People's Self-Help Groups: A Study of their Characteristics and Performance in Saboti Constituency, Trans-Nzoia County (*Unpublished Master's Thesis*). University of Nairobi, Nairobi.
- Orodho, J. A. & Kombo, D. K. (2013). *Research Methods*. Nairobi: Kenyatta University, institute of Open learning.
- Orodho, J. A. (2016). *Elements of Education and Social Science Research Methods*. (2nd ed). Maseno: Kenya: Kanezja.

- Padma, S. R., & Rathakrishnans, T. (2012). Determinants of Participation of Leaders and their Role Performance in SHG Activities. *International Journal of Extension Education*, 8, 31-36.
- Raghavan, V. P. (2013). Micro-Credit and Empowerment: A Study of Kudumbashree Projects in Kerala, India. *Journal of Rural Development*, 28 (4), pp. 469 – 484.
- Rajendran, K. (2012). Micro-Finance Through Self-Help Groups – A Survey of Recent Literature in India. *International Journal of Marketing, Financial Services & Management Research*, 1(12), 110-125.
- Republic of Kenya (2015). *Economic Survey of 2015*. Nairobi: Government Printer.
- Richter, L. (2014). Capital Aggregators. In Salamon, L. M. *New Frontiers of Philanthropy: A Guide to the New Tools and New Actors Reshaping Global Philanthropy and Social Investing*. Oxford: OUP.
- Roselyn, G. (2012). Management as a factor affecting implementation of projects in NGOs. *Unpublished MBA Project*. University of Nairobi.
- Rue, W. L. & Byars, L. L. (2014). *Management skills & application*. 8th Ed. Richard: Irwin Inc.
- Shah, N., & Shah, S. (2010). Relationships between Employee Readiness for Organizational Change. Supervisor and Peer Relations and Demography. *Journal of Enterprise Information Management*, 23(5), 640–652.
- Shannak, R., Masa'deh, R., Al-Zu'bi, Z., Obeidat, B., Alshurideh, M., & Altamony, H. (2012). A Theoretical Perspective on the Relationship between Knowledge Management Systems, Customer Knowledge Management and Firm Competitive Advantage. *European Journal of Social Sciences*, 32(4), 520–532.
- Sundaram, A. (2012). Impact of Self-help Group in Socio-economic development of India. *IOSR Journal of Humanities and Social Science (JHSS)*,5(1), 20-27.
- Swain, R. B., & Wallentin, F. Y. (2011). *Economic or Non-Economic Factors – What Empowers People? Working Paper 2008:11*. Department of Economics. Uppsala University, Retrieved from <http://www.nek.uu.se>
- Tearfund, R.L (2015). *Inspiring Change. Impact and Learning Report 2015'*. Teddington: Tearfund.
- Maxwel W.Y (2011). *Research Methods: The Essential Knowledge Base*. Mason, OH: Cengage Learning.
- Unpeople.org. (2017). *Facts and Figures: Economic Empowerment*. Retrieved from <http://www.unpeople.org/en/what-we-do/economic-empowerment/facts-andfigures>

- Waithaka T. W. (2014). Factors Influencing Performance of Self Help Groups: A Case of Muungano Self Help Group in Kianjokoma, Embu County (*Unpublished Masters Thesis*). University of Nairobi, Nairobi.
- Weber A. (2010). *Self Help Group Programme*: South Africa.
- Wenger E. (2010). *Communities of practice. Learning, Meaning and Identity*. Cambridge University Press, Cambridge.
- Wenger, E. (2014). Knowledge management as a doughnut: Shaping their knowledge strategy through communities of practice. *Ivey Business Journal*, Jan-Feb, pp. 1-7.
- Wilson T.D. (2012). *The nonsense of 'knowledge management*. *Information Research*, Vol.8 No.1, paper no.144. Available at: <http://InformationR.net/ir/8-1/paper144.html>
- Wolf, T. (2010). *Managing a Nonprofit Organization*. New York: Simon and Schuster, Prentice Hall Press.
- Woodruff, C. (2017). *Can any small Firm grow up? Entrepreneurship and family background in Mexico*. San Diego CA: Graduate School of Intentional relations and Pacific Studies, University of California
- Zakir, A. M., & Baruah, S. N. (2011). *Management of Self-Help Groups*. Guwahati: State Institute of Rural Development.
- Zastrow, C. (2009). *Social Work with Groups: A Comprehensive Workbook* (7th ed.). Mason, OH: Brooks/Cole, Cengage Learning.

APPENDICES

Appendix 1: Letter of Introduction

Charles Gitahi Muriithi

P.O Box

Nyeri

Dear Respondent,

RE: DATA COLLECTION

I am a master’s student at University of Nairobi undertaking a course on education. I am doing a thesis on topic named: “Influence of knowledge sharing practices on performance of self-help groups projects in Nyeri Central Sub County, Nyeri County, Kenya”. I am visiting your reputable group with the attached questionnaire seeking to gather information as pertains to the study. You are assured that the information you will provide will be used for research reasons only and that the data will be treated with high confidentiality and integrity. I will be grateful for your cooperation and active participation to this academic effort.

Yours Faithfully,

.....

Charles Gitahi Muriithi

Masters’ Student

Appendix II: Research Questionnaire

You are hereby requested to participate in the questionnaire below and provide your responses in the questions displayed which are simple and easily understandable on to assess the influence of knowledge sharing practices on performance of self-help groups' projects in Nyeri Central Sub County, Nyeri County, Kenya. Kindly tick in the boxes provided after reading and understanding the question. The questionnaire will take approximately 10 minutes.

Part A: Respondent's Demographic Information

1. Indicate name of the group:
2. Indicate your gender
 - a) Male []
 - b) Female []
3. What is your position in the group?
 - Chairperson []
 - Secretary []
 - Treasurer []
 - Any Other
4. Kindly indicate your highest level of education
 - a) Secondary level []
 - b) College level []
 - c) University level []
 - d) Any Other {.....}
5. Kindly indicate your age bracket
 - a) Below 30 years []
 - b) 31 to 40 years []
 - c) 41 - 50 years []
 - d) 51-60 years []
 - e) Over 60 years []
6. Kindly indicate the duration for which you have been in this self-help group.
 - a) 1 - 2 years []
 - b) 2 – 3 years []
 - c) 3 – 4 years []
 - d) 5 years and above []
7. Indicate the no of members in the group
 - Below 5 Members []
 - 5-15 Members []
 - 16-25 Members []
 - 26-35 Members []
 - Over 65 Members []

Part B: Professional Knowledge sharing practices and Performance of Self-Help Group's projects in Nyeri Central Sub County

8. Kindly list some of the professional knowledge you have acquired so far since joining this SHG and is of help in projects performance the group engages in.

.....

9. What is your level of satisfaction on the influence of professional knowledge on performance of your Self-Help Groups' projects?

- Very satisfied []
- Satisfied []
- Undecided []
- Dissatisfied []
- Very dissatisfied []

10. Kindly indicate your agreement level with the given statements that have to do with the influence of professional knowledge on performance of your Self-Help Group's projects. Rate where 5= Strongly Agree, 4 Agree, 3 Moderately Agree, 2 Disagree and 1 = Strongly Disagree

Statements	1	2	3	4	5
Am happy that the professional knowledge sharing was has been a critical component in our projects success					
I already understand the value of professional knowledge sharing to SHGs project					
Group leaders and members can now utilize professional knowledge passed on to them to enhance projects performance					
Am happy that professional knowledge sharing has enabled member's interactions to share ideas, information, and suggestions relevant to the team's task at hand					
Professionalism in the group has enhanced trust in projects activities					
We have leaders with adequate professional knowledge who are able to influence individuals to accomplish a group projects performance.					
Any other					

Part C: Goal Setting and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

11. Kindly list some of the goal setting approaches you have learnt towards the SHGs projects performance.

.....

12. What is your level of satisfaction on the influence of Goal Setting practice on Performance of your Self-Help Groups' Projects?

- Very satisfied []
- Satisfied []

- Undecided []
- Dissatisfied []
- Very dissatisfied []

13. Kindly indicate your agreement level on statements regarding the influence of Goal Setting on Performance of your Self-Help Groups' Projects. Rate where 5= Strongly Agree, 4 Agree, 3 Moderately Agree, 2 Disagree and 1 = Strongly Disagree

Statements	1	2	3	4	5
Knowledge on setting goals in my self-help group has been important for as means in which people become accountable for themselves enhancing project performance					
Through goal setting practice group members have the options and preferences to choose their goals and actions based on either habit, planning, or both towards their set projects.					
Goal setting is usually well-organized and eases decision making, coupled with behavioral flexibility.					
Am happy about the goals set by the group members for they are smart towards our SHG's projects progress.					
Any other					

Part D: Technology Knowledge and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

14. Kindly list some of the technologies you are aware of you have acquired as a group that influence the Performance of your Self-Help Groups' Projects.

.....

15. What is your level of satisfaction on the influence of Technology Knowledge influence the Performance of your Self-Help Groups' Projects?

- Very satisfied []
- Satisfied []
- Undecided []
- Dissatisfied []
- Very dissatisfied []

16. Kindly indicate your agreement level on statements regarding the influence of Technology Knowledge on Performance of your Self-Help Groups' Projects. Rate where 5= Strongly Agree, 4 Agree, 3 Moderately Agree, 2 Disagree and 1 = Strongly Disagree.

Statements	1	2	3	4	5
I am happy that my SHG often acquires considerable technological support and technology knowhow and they can function effectively and independently					
Sometimes our self-help groups benefit from the development of special technological skills towards enhancing the projects performance					

Am happy that my SHG benefits from inviting members from existing self-help groups within the community or leaders who have technology knowhow					
I believe my SHG often need considerable support and technology knowhow support to enhance their continued functioning on project matters.					
Any other					

Part E: Capacity Building and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

17. Kindly list some of the capacity building areas you are aware of that have influenced the Performance of your Self-Help Groups' Projects.

.....

18. What is your level of satisfaction on the influence of Capacity Building practice and Performance of your Self-Help Groups' Projects?

- Very satisfied []
- Satisfied []
- Undecided []
- Dissatisfied []
- Very dissatisfied []

19. Kindly indicate your agreement level on statements regarding the influence of Capacity Building and Performance of your Self-Help Groups' Projects. Rate where 5= Strongly Agree, 4 Agree, 3 Moderately Agree, 2 Disagree and 1 = Strongly Disagree

Statements	1	2	3	4	5
Capacity building practice as a form of knowledge sharing has been recognized an important requirement for in our SHG projects performance					
I am happy that end user training is essential for a robust understanding of how the system works and how to use it.					
There has been capacity building among members that enhances the users' level of knowledge and proficiency towards projects performance					
We receive adequate training and education that assist our self-managed group projects through building positive feelings towards its existence.					
Any other					

Part F: Management Skills Sharing and Performance of Self-Help Groups' Projects in Nyeri Central Sub County

20. Kindly list some of the skills you have acquired in the SHG that has so far aided members towards enhancing the Performance of your Self-Help Groups' Projects.

.....

21. What is your level of satisfaction on the influence of Management Skills Sharing and Performance of your Self-Help Groups' Projects?

- Very satisfied []
- Satisfied []
- Undecided []
- Dissatisfied []
- Very dissatisfied []

22. Kindly indicate your agreement level with the given statements that have to do with the influence of Management Skills Sharing and Performance of your Self-Help Groups' Projects? Rate where 5= Strongly Agree, 4 Agree, 3 Moderately Agree, 2 Disagree and 1 = Strongly Disagree

Statements	1	2	3	4	5
I am happy that members always acquire new managerial skills that the performance of SHGs projects performance					
Am happy as a member of my SHG that managerial skills are easy to understand					
I feel motivated about the managerial skills shared among members of my group for they enhance project success					
I believe we have visionary leadership as a result of good management leading to high levels of cohesion, commitment, trust, motivation towards our SHG's projects performance					
Any other					

Part G: Performance of Self Help Group's Projects

23. Kindly indicate your agreement levels towards the following measures of projects performance your SHG engages in. Rate where 5= Strongly Agree, 4 Agree, 3 Moderately Agree, 2 Disagree and 1 = Strongly Disagree

Statements	1	2	3	4	5
I am satisfied with the complete and incomplete SHG's projects performance					
This group has existed for a good period that am happy of having accomplished most of its projects					
We have acquired awards and other appraisals due to timely completion of projects					
Any other					

Thanks for your Participation

Appendix III: Transmittal Letter From University



UNIVERSITY OF NAIROBI
OPEN DISTANCE & E-LEARNING CAMPUS
SCHOOL OF OPEN & DISTANCE LEARNING
NYERI LEARNING CENTRE

21st July 2020


TO WHOM IT MAY CONCERN

**SUBJECT : INTRODUCTION LETTER
CHARLES GITAHU MURIITHI - REG. NO. L50/21743/2019**

This is to confirm that the above named is a bona fide student of University of Nairobi, persuing Master of Arts Degree in Project Planning and Management in the ODeL-Campus – Nyeri Centre.



He has successfully completed course work and is currently writing the Research Project which is a requirement for the award of the Degree. The topic is *"Influence of knowledge Sharing practices on self help groups projects in Nyeri Central Sub-County, Nyeri County, Kenya"*

Any assistance accorded to him will be highly appreciated.


Dr. Anthony W. Ndungu
REGIONAL CO-ORDINATOR
NYERI LEARNING CENTRE

Appendix IV: NACOSTI Authorization Certificate

Appendix V: List Of Self-help Groups in Nyeri Central Sub-County

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 751941	Date of Issue: 30/July/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Mr.. Charles Gitahi Muriithi of University of Nairobi, has been licensed to conduct research in Nyeri on the topic: Influence of knowledge sharing practices on performance of Self Help Groups projects in Nyeri Central sub-County, Nyeri County, Kenya. for the period ending : 30/July/2021.</p>	
License No: NACOSTI/P/20/6006	
751941 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

Edgewise Baraka S.H.G
 Ithenguri Wendo Women
 Smart Staff S.H.G
 Karuru Kanini S.H.G
 Nyechaki S.H.G
 Team Junction King'ong'o
 S.H.G
 Fullfort Welfare Group
 Millinium Karwara
 Bodaboda
 Witeithie Kariko W/Group
 Shalom Kariko Poultry
 Annex Rising Youth Group
 Kwa Owako
 Kariko Gitero W/Group
 Hope Of Honest Assembles
 S.H.G
 Gachuri Blessed Women
 Group
 Ihiga Kirichu Wome Group
 Autospin Welfare S.H.G
 Nduruka Muruguru
 W/Group
 Milele Sky S.H.G
 Kamamuru Pwsd S.H.G
 Karicheni Giakanja S.H.G
 Gukinyukia S.H.G
 Kamakwa Builders S.H.G
 Africa Green Revolution
 Kiunyu "A" S.H.G
 Upya Self Help Group
 Nyenepotc Sh.G
 Kamakwa United Brothers
 Sh.G
 Kagumo Winners S.H.G
 Marvelous Youth Enterprice
 Gitathiini Wise Men
 Welfare Group
 Corner S.H.G
 Bank W/Group
 Tetu Ebenezer W/Group
 Umoja Ni Nguvu W/G
 Jubillant Achievers
 Friends For Friends S.H.G
 Twamkeni Mathari S.H.G
 Frama Foundation
 Community
 Kangemi Self Help Group
 Handcraft S.H.G
 Nyeitheakua S.H.G
 Young Cabs Taxi S.H.G
 Jakaga Self Help Group
 New Promised King'ong'o
 W/G
 Young Technician 2018
 S.H.G
 Muruguru Kwirutira S.H.G
 Kamuyu Jamii W/G
 Chania Rwamba
 Universal Femalecare
 Foundation
 County Pallice Bodaboda
 S.H.G
 Mt Kenya, Dairy Feeds
 Temple Road Seniors
 Y/Group
 Posta Power Junction S.H.G
 Chorongi Tuinuane W/G
 Kanaka Umoja Chania
 S.H.G
 Rugiakika Widows
 W/Group
 Joy Blessed Gachilla S.H.G
 Town Clan S.H.G
 Big Ten S.H.G
 Gachuiro Mwhoko Vision
 S.H.G
 Githuri Development S.H.G
 Ruringu Rehoboth S.H.G
 Dams Self Help Group
 Bidii Githuri Self Help
 Group
 Jitolee Women
 Development Group W/G
 Munyaka Ngangarithi
 S.H.G
 Jakini Kinunga W/G
 Utanrmp Kimathi Central
 Fdac
 Young Block Investment
 S.H.G
 Young Kabugi S.H.G
 Glorious Kingongo S.H.G
 Nyeri Unique W/G
 Molendekai S.H.G
 Wairuhi S.H.G
 Skuta Pamoja W/Group
 Gatitu S.H.G
 St. Monica Group
 Old Municipal S.H.G
 Go- Getters S.H.G
 Waka Furniture S.H.G
 Skuta Goshen S.H.G
 Wangatunya Marua Welfare
 Nyeri Structures S.H.G
 Nyeri Central Levites S.H.G
 Ndigithe Chama S.H.G
 The Ten Laddalis S.H.G
 Kimathi United S.H.G
 Kings King'ong'o S.H.G
 Gatitu Mwiteithia S.H.G
 Gatitu Cabs Servies Y/G
 Cheerful Blessed W/G
 Kangacho S.H.G
 Kiunyu Rabbit Breeders
 S.H.G
 Ellen Poultry Keepers
 S.H.G
 Rehoboth King'ong'o S.H.G
 3g Women Group
 Muruna Kabiruini S.H.G
 Thunguma Skuta Single
 Nyeri Polytechnic
 Bodaboda S.H.G
 Muthigani S.H.G
 Kilulu Self Help Group
 Asian Quarters Motor Bikes
 Operators
 Shinnners S.H.G
 Marua Riverside S.H.G
 Dozen Group
 Jesus Winer Mens S.H.G
 New Investors Ebenezer
 S.H.G
 Mt Kenya Central Crashers
 Kiboya Motobike S.H.G
 Nyeri Jitegemee Mabunda
 Group
 Munyu-Ini S.H.G
 Kiunyu Dam Tree Nursery
 Group
 Kihuyo Unity Welfare
 Kamakwa Plot And
 Business
 Outreach Bodaboda S.H.G
 Kamuiga Umoja S.H.G
 Gamerock Bodaboda S.H.G
 Jacarada S.H.G
 King'ong'o Glorious S.H.G
 Nyeri Trainmechanic
 Jacarada Neighbourhood
 Nguthiru Foundation S.H.G
 Mung'ora S.H.G
 Seven Star S.H.G
 Precious 4 Self Help Group
 Karia Good Hope S.H.G
 Kigwandi Estate W/Group
 Ndiririra Project S.H.G
 Gatitu S.H.G
 Brothers S.H.G
 Boma Kimo S.H.G
 Gachika Blessing S.H.G
 Kiriko Thuta Men S.H.G
 Nyeri Municipality S.H.G
 Stamaj Welfare S.H.G
 Kahu S.H.G
 Game Rock Mens S.H.G
 Pambazuko Community
 Arrow Brothers Y/Group
 Gatitu Sidai S.H.G
 Nyitira Kariko S.H.G

Skuta Women Group
 Kimathi Bodaboda Group
 Amini Munyu Nyeri Twon
 S.H.G
 Baraka 77 Nyeri Town
 Kamakwa Reloaded S.H.G
 Nyaribo Transformer
 Bodaboda S.H.G
 York Investors S.H.G
 Kware Wendani S.H.G
 Mwenji Widows S.H.G
 Nyeri Women Fish
 Intergrated
 Gakamu Self Help Group
 Sub-County
 Marua Socialism
 Developers
 Kamakwa Fdac Group
 Kahuruku Gender S.H.G
 Kimka Self Help Group
 Umoja Town S.H.G
 Kamakwa Flying Eagles
 S.H.G
 Progressive S.H.G
 Jitahidi Gatitu Y/Group
 Abardare National Park
 Staff
 Welfare Association Group
 Pentanist Group
 Outspan Vision S.H.G
 Munyi S.H.G
 Gamerock Maendeleo Y/G
 Thigi Mult Purpose S.H.G
 Kabiru Intergrated S.H.G
 Karo S.H.G
 Kambui Gachuiro S.H.G
 Muiguithania Mathari W/G
 Pemasen Women Group
 Kericho S.H.G
 Little Angle S.H.G
 Gitero Self Help Group
 Focused Beba S.H.G
 Millet Youth Group
 Wendai Mathari Mother
 W/G
 Green Riders S.H.G
 Sungero S.H.G
 Gachuiro Igauro S.H.G
 Emanuel Young Starts
 S.H.G
 Kamakwa Bodaboda
 Y/Group
 Divine Investors S.H.G
 Abardare Park Uniformed
 S.H.G
 Kaimukurwe Nyaki W/G
 Daar-UI-Quram S.H.G
 Muru Wa Wandiu
 Mukandaini Thayu W/G

Gatitu Blessed Sisters
 S.H.G
 Tumaini Njema S.H.G
 Supper Welfare S.H.G
 Team County C.B.O
 One On One Investment
 S.H.G
 Murura S.H.G
 Kihururo's Family Members
 Stronmg (Solution
 Teachers)
 Umbrella Of Hope
 Kiamukurwe Young Parents
 Welfare
 Super Heros Nyeri Central
 S.H.G
 Tripol Investment S.H.G
 Kagigi Men Self Help
 Group
 Kings Rider Youth Group
 Giakanja Wood Park Shg
 Jikaze Cultural Dancers
 S.H.G
 Upcoming Group Project
 S.H.G
 Uptown Cab Services S.H.G
 Githagara Women's Group
 Happy Stingers Youth
 Group
 Thunguma Kirathimo
 Mwireri Serior W/G
 Mwenji Classic W/G
 Ndungu Men Welfare
 Group
 Apoki Family Welfare
 Group
 Blessed Ladies Kangemi
 W/G
 Focus Elite W/G
 Kariguini Squarters S.H.G
 Dawn Women Group
 Shell Victory S.H.G
 Vision Sisters In Christ
 W/G
 Waichakeri Nave
 Waichakeri
 Kamogi S.H.G
 Chania Happy Mothers
 Staco Officials S.H.G
 Children and Youth
 Empower
 Universal Orators Y/G
 Mathakwa Teachers S.H.P
 Kagayu Thayu Mweiga
 W/C
 Gatitu Young Ladies Group
 Kihuyo Winners W/G
 Gatitu Fikisha Bodaboda
 S.H.G
 Abardare 2019 S.H.G

Wendani Sisters Gitaha
 Unuliwe Youth S.H.G
 Mukima Defoca S.H.G
 Forest Road W/G
 Ifuti Self Help Group
 Logistic S.H.G
 Eversure Fishery S.H.G
 United Kingongo Y/G
 Gikaraki S.H.G
 Gacharas Family S.H.G
 Gatitu Market S.H.G
 Bridge Self Help Group
 Mukaro Faith Sisters
 Munungaini Upendo W/G
 Vision 2040 S.H.G
 Wasasiri 2020 Y/Group
 Lower Riamukurwe Project
 Riamukurwe Support Group
 Meghji Rupshi Area Boda
 Kaka Ridgeway S.H.G
 We-Pam S.H.G
 Nyaribo Muthaiga W/G
 Gijenge Youth
 Kiagwaka Kahuruko S.H.G
 Gredass Welfare Group
 Favoured Cabs S.H.G
 God Loves Us Witemere
 W/G
 Maendeleo Sisters
 New Vision Maendeleo
 Mwioko Sisters Kamakwa
 W/G