INFLUENCE OF SOCIO-ECONOMIC FACTORS ON PERFORMANCE OF COMMUNITY EMPOWERMENT PROJECTS: A CASE OF STRENGTHENING SOMALI GOVERNANCE PROJECT IN MOGADISHU, SOMALIA
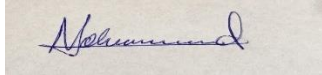
MOHAMED AHMED JAMA

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

2021

DECLARATION

This is my original research project and has not been presented for the award of any degree in any other University.

Signature ~~~~~~ **Date: 3 November, 2021**

Mohamed Ahmed Jama

L50/34279/2019

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

Signature: ~~~~~~ Date: 4ᵗʰ November 2021

Dr. Reuben Kikwatha

Lecturer, School of Open and Distance Learning

University of Nairobi

DEDICATION

I dedicate this project to my parents; for always being with me throughout my academic journey.

ACKNOWLEDGEMENT

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

NGOs   Non-Governmental Organizations

PWDs   Persons with Disabilities

SPSS   Statistical Package for Social Sciences

SSG   Strengthening Somali Governance

UON   University of Nairobi

ABSTRACT

The purpose of the study was to establish the influence of socio-economic factors on performance of community empowerment projects in Mogadishu, Somalia. Specifically, the study looked at literacy, gender roles, income levels and diversity of the project teams in relation to performance of community empowerment projects in Mogadishu, Somalia. The study was anchored on empowerment theory. The study adopted descriptive survey design targeting 130 project managers, project coordinators, project team leaders and community liaison officers from the Strengthening Somali Governance Project in Mogadishu City, Somalia. Census was adopted and thus the 130 respondents were included in the study. Primary data was collected with aid of the questionnaire that was piloted to determine reliability. Content and construct validity was tested by the supervisor. The analysis of the findings was done supported by means and standard deviations, frequencies and percentages and regression analysis. Tables were used in presenting the findings of the study. Based on the beta coefficients, literacy (β=.447) had the greatest effect on performance of the community empowerment projects followed by gender roles (β=.363), diversity of project team (β=.198) and lastly income levels (β=.076) respectively. The study concludes that socio-economic factors have significant influence performance of community empowerment projects in Mogadishu, Somalia. The study recommends that the project managers of the community empowerment projects in Mogadishu, Somalia should appreciate literacy when making decisions that affect the general performance of the projects in place. The project managers of the community empowerment projects in Mogadishu, Somalia should strive to promote gender equality and equity while reducing some existing patriarchal believes in the community. The finance managers of the community empowerment projects in Mogadishu, Somalia should have in place diverse sources of income to promote financial sustainability as they enhance community empowerment. The project teams running all the community empowerment projects in Mogadishu, Somalia should be drawn from diverse background to enhance performance

1.1 Background to the Study

Community empowerment projects are viewed as policy interventions aimed at alleviation of poverty, improvement of the living standards and wellbeing of the society in general. Community empowerment projects help people to take part in important processes including an appreciation their basic rights and the need for democracy. However, there exist deep rooted socio-economic factors that shape the existance of the communities and thus performance of these community empowerment projects. The available literature suggests that socio-economic factors are significant enablers of the community empowerment projects (Ogot 2014).

The size of the family, level of education and age are the socio-economic factors of concern especially for farming projects in Nepal. These factors also include technical and financial support received from the government (Safa, 2005). Among developed and developing economies, diversity within the project and financial development are important socio-economic factors of consideration in any community empowerment interventions (Wang, Cardon, Liu & Madni, 2020). Diverse project staffs are better skilled and can contribute towards the overall success of the project. Some projects are implemented by foreigners in the host country, and thus there may be occasional challenges like language barrier which may affect free interaction with the local community (Wu, Zhao, Zuo & Zillante, 2019).

Socio-economic factors like marital status, age, income levels and sex are key enablers of the ability of people to take part in community interventions in Nigeria (Olusa, 2018). These views were echoed by Jacob, Shagbaor, Agbanugo and Chimela (2019) who argued that level of income, level of education which signifies literacy, age and the size of household as socio-economic factors enhancing performance of most interventions. In Malawi, Palamuleni (2013) argued that the socio-economic factors enhancing health care interventions to include work status, level of education and the age of the participants who include the various stakeholders.

Access to funds and availability of resources are important aspects of the socio-economic factors that may inform performance of the projects (Gachuhi, 2016). With a focus of road construction projects in Kenya, Nianjun (2014) orated that the level of education of the project personnel,

financial status and community engagement enable projects to perform. Musa, Bin-Amirudin, Sofield and Mus (2015) said that socio-economic factors can also be viewed as external environmental issues and they significantly inform performance of any intervention. Similar views were noted by Maina and Gathenya (2014) who suggested that funding, which is informed by availability of funds can enhance performance of the project.

The level of income and availability of resources inform performance of interventions in the field of education (Yabbi, 2015). Focusing on Western Kenya, Rono and Aboud (2001) identified work ethic as an important socio-economic factors determining project performance. Placing emphasis on women small enterprises in Nyeri, Nyambura (2015) focused identified the key socio-economic factors that influence performance to include level of education and accessibility to funds. Socio-economic factors determining performance cover education, mentor support, entrepreneurship training and access to market (Gaitho, 2016). Similarly, Hussein (2017) did identify the socio-economic factors influencing community participation in projects to include gender balance, access to information, ethnic balance, social status and the level of education.

Gender issues are particularly critical for success of any community empowerment projects (Mihalčová, Pružinský & MGontkovičová, 2015). It is a fact that empowering female gender is like contributing towards the growth of the entire society (Jamenya, 2018). The main challenge however is that some societies have developed and natured a culture of male dominance in most spheres of leadership at the community level. In such communities, females have well established roles like giving birth to children, raising the family, fetching water and cooking while leadership roles are reserved for males in the society (Moreka, 2019). Even worse still, some communities prefer educating a boy child at the expense of the girl child. Most girls end up getting married at a tender age, and this perpetuates a cycle of poverty which has far reaching influence in the levels of income of people in such a community (Busienei, 2017.

The Central government of Somalia collapsed in 1991 and since then, her citizens have lived in a weak transitional government. It is the Strengthening Somali Governance (SSG) project that has played a key role in establishment of more accountable and effective institutions of government in Somalia. Implemented in 2014, SSG project has significantly enhanced service delivery of the government of Somalia. The notable role played by SSG project includes support of women leadership and empowerment which is a key aspect of community empowerment. In fact, one of

2

the goals of the SSG project is to increase the level of awareness of citizens with regard to their ability to take part in decision making of the government of Somalia. It is therefore on this basis that the current study sought to bring out the salient socio-economic factors that enhance performance of this SSG project.

1.2 Statement of Problem

The socio-economic factors determine how people participate in project activities at the community level (Kakumba & Nsingo, 2008). For example, poor section of the population can be associated with low education profile and thus they are mostly excluded when it comes to consultation during project interventions. In some communities, there are some specific roles like child rearing that are specifically meant for women which limit their ability to take part in meaningful decisions at the community level. Availability of resources will influence the level of income of people in the community and this will have a bearing on the level of poverty and ability to take part in community development projects. Furthermore, the constitution of the project teams will enhance performance of the community development projects.

The available studies include Khoza, Senyolo, Mmbengwa, Soundy and Sinnett (2019) who focused on socio-economic factors and their link with the ability of the smallholder farmers to decide on participation in agro-processing sector in South Africa and the level of education and information were some of the identified factors. Hussein (2017) focused on socio-economic factors that shape participation in issues of redevelopment planning and some of the identified issues include social standing as well as levels of education. Gaitho (2016) focused on socio-economic factors shaping performance of Youth Enterprises Development interventions in the Constituency of Yatta, where education, mentor support and training were some of the established factors. Gachuhi (2016) looked at socio-economic factors and their interaction with growth of the entity, pointing out such factors as tax reduction and an improvement in level of security. Nianjun (2014) looked at socio-economic factors and their link with the implementation of road construction projects with emphasis on Nyeri, identifying such issues to cover level of education, engagement at the community level and financial status. Rono and Aboud (2001) focused on socio-economic factors as they are linked with ability of community projects to perform with focus on

Western Kenya, arguing these factors have greater role towards performance of most community development interventions.

However, the above reviewed studies create gaps, since some were carried out in different countries like South Africa (Khoza *et al*., 2019), others looked at organizational growth as dependent variable (Gachuhi, 2016) and not project performance. Thus, to address these gaps, the present study sought to establish the influence of socio-economic factors on performance of community empowerment projects in Mogadishu, Somalia.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of socio-economic factors on performance of community empowerment projects in Mogadishu, Somalia

1.4 Research Objectives
The study was guided by the following specific objectives

  i.   To establish the influence of literacy on performance of community empowerment projects in Mogadishu, Somalia
  ii.   To determine the influence of gender roles on performance of community empowerment projects in Mogadishu, Somalia
  iii. To find out the influence of the income levels on performance of community empowerment projects in Mogadishu, Somalia
  iv.   To investigate the influence of diversity of project team on performance of community empowerment projects in Mogadishu, Somalia

1.5 Research Questions

The study sought for answers to the following research questions:

  i.   What is the influence of literacy on performance of community empowerment projects in Mogadishu, Somalia?
  ii.   What is influence of gender roles on performance of community empowerment projects in Mogadishu, Somalia?

iii.   How does income levels influence performance of community empowerment projects in Mogadishu, Somalia

iv.   Does diversity of project team influence performance of community empowerment projects in Mogadishu, Somalia?

1.6 Research Hypotheses

The study sought to test the following hypotheses at 5% level of significance

H_{01}:   Literacy has no significant influence on performance of community empowerment projects in Mogadishu, Somalia

H_{02}:   Gender roles have no significant influence on performance of community empowerment projects in Mogadishu, Somalia

H_{03}:   Income levels has no significant influence on performance of community empowerment projects in Mogadishu, Somalia

H_{04}: Diversity of project team has no significant influence on performance of community empowerment projects in Mogadishu, Somalia

1.7 Significance of the Study

The management of Strengthening Somali Governance Project would gain an understanding of the salient socio-economic factors that influence performance of the initiated empowerment projects that are in place. The management team of other organizations implementing community empowerment projects would be able to understand the socio-economic factors that are likely to shape performance of the projects.

The policy makers in the government of Somalia through its respective ministries trying to implement community empowerment projects would be able to understand the salient socio-economic factors likely to influence performance of the projects in question. This would guide formulation of policies with regard to community empowerment projects. The study would contribute towards understanding the level of literacy and income levels and how they help or inhibit people in Mogadishu from taking part in community empowerment projects in place.

The management of Strengthening Somali Governance Project would be able to understand the need to embrace diversity within project teams so as to contribute towards performance of the empowerment projects in place. The various practitioners in the field of project management would be able to understand and appreciate the role played by socio-economic factors on project performance, especially in the community empowerment projects. The study would contribute to the available literature on socio-economic factors and project performance. This would support future scholars carrying out related studies as they will be able to review literature of this study.

1.8 Basic Assumptions of the Study

The study assumes that respondents were to give reliable information as it regarded socio-economic factors and project performance. The study further assumes that respondents will have information with regard to Strengthening Somali Governance Project.

1.9 Limitations of the Study

The study foresaw that during gathering of the data from the field, majority of the respondents were likely to be busy with their daily tasks and activities. This was likely to make it hard to collect data in a single day. However, the questionnaires was administered to the participants and picked at a later date with an agreed so that they were collected by the respondents. It was also hoped that Covid-19 was to be a challenge during collection of data from the respondents. To counter this challenge, the questionnaires were administered to the respondents through online method.

1.10 Delimitations of the Study

The study looked at socio-economic factors as they relate with project performance. Specifically, the study focused on literacy, gender roles, and levels of income and diversity of the project team as they relate with project performance. The specific focus of the study was on Strengthening Somali Governance Project. It was believed that proper performance of the Strengthening Somali Governance Project as a community empowerment heavily relied on literacy of the stakeholders and their respective gender roles besides their levels of education and issues of diversity hence the need to focus on these variables.

The study focused on community empowerment projects within Mogadishu town in Somalia. Mogadishu town was selected because of central location, it being the capital city of Somalia was

to ease collection of data. Furthermore, the head office of Strengthening Somali Governance Project was found in Somalia hence its choice in this study. The study targeted the beneficiaries and the project staff of the Strengthening Somali Governance Project.

1.11 Definition of Significant Terms

Diversity of project team
The term is used in this study to cover ethnic balance, language barrier, cross cultural teams and the need to employee persons with disabilities in running Strengthening Somali Governance.

Gender roles
This term is used in this study to include patriarchy, gender stereotypes, issues of gender equity and equality as well as gender suppression.

Income Levels
In this study, this term include the employment status of the project beneficiaries and it helps them to mobilize financial resources through fundraising which enhance financial sustainability of Strengthening Somali Governance

Literacy
In this study, literacy is the ability of the beneficiaries of Strengthening Somali Governance to access information, development social capital, interpret information and gain relevant knowledge, attitudes and skills for Strengthening Somali Governance project.

Performance of community empowerment projects
In this study, this term includes the need to support women into leadership, participate in civic process and improve the quality of government services.

1.12 Organization of the Study

The study is organized into five chapters. Chapter one revolves around the background to the study, the statement on the problem, the objectives, hypotheses and research questions. The significance, assumptions, limiting and delimiting factors are also indicated in this chapter. Chapter two provide a review of literature on project performance, literacy, gender roles, income levels and diversity of the project teams all in relation to performance of community empowerment projects. The theory providing anchorage to the study is also reviewed in this chapter. The conceptual framework

is provided with the indicators on each of the study variables. The gaps and the summary of literature are also presented. The focus of chapter three is on the methodologies covering the design, targeted population, sample size and the associated produce, data collection including the instruments and associated procedures and the data analysis. The operationalization and ethical considerations are also indicated in this chapter.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of literature on performance of the community empowerment projects, literacy, gender roles, income levels and project team diversity all in relation to performance of projects. The theory providing anchorage to the study is also reviewed and the conceptual framework with the variables and indicators is also indicated. The gaps from the reviewed studies as well as a summary of literature are also indicated.

2.2 Performance of Community Empowerment Projects

Community empowerment interventions places the poor and vulnerable individuals at the centre of the program and they are considered as the most crucial resource as opposed to be taken as the problem (Micheli & Pavlov, 2020). Through empowerment, the capabilities of the poor individuals in the community to take part in self-help programs in future are expanded. Empowerment helps the community to have some sense and degree of ownership of a given program that is being undertaken in their area of settlement. Community empowerment projects aim at reducing the extent which the members of the community rely on external interventions so as to avoid poverty. Community empowerment projects aim at expanding capabilities and assets of the people living in poverty so that they are able to demand accountability on institutions touching on their living standards (Ibrahim, Hanna & Kievet, 2020).

Community empowerment projects have been in place for a long period of time around the world. In fact, the World Bank is one of the financial partners around the world that has been credited for funding community empowerment interventions so as to alleviate poverty (Dziekoński, Ibrahim, Mahamadu & Manu, 2018). Community empowerment projects are viewed as key in improving the quality of life, sound mechanisms of governance, proper service delivery and an improvement in human dignity. This study will focus on the governance aspect of the general community empowerment. According to the World Bank, there are five key approaches of empowerment in the implemented projects, these include the need to provide basic services, improve the local established governance, and improve the national governance, market development and

accessibility to justice by people (Sonson, Kulatunga & Pathirage, 2017). The World Bank further provides some basic principles governing empowerment projects which include the need to access information, participation and inclusion and accountability as well as local capacity of the organizations (Ghanbari, Taghizadeh & Iranzadeh, 2017).

In a study conducted by Mutegi (2015), the focus was bringing out the key factors that inform performance of the development projects that are driven by the community. The indicators of performance of these projects adopted by this study were improvement in housing, increment in income and an increase in productivity. Thus, different community empowerment projects may be guided by different indicators of performance. In the context of the Strengthening Somali Governance (SSG) project, it was established to strengthen accountability and effectiveness of the institutions of governance in Somalia. The project was also established with the aim of enhancing the ability of Somalia government to deliver services to citizens while supporting women involvement in matters of governance and leadership.

2.3 Literacy and Performance of Community Empowerment Projects

Literacy is an important factor driving the development of the community and the economy as a whole. A community is enhanced when the people within it have higher levels of literacy. Proper literacy skills create doors for more opportunities of employment and education such that the community is free from poverty (Morgan, 2016). In a highly dynamic and globalized economy, it is critical that people in the community strive to gain more knowledge while learning relatively new skills so that they are at par with these changes. At an individual level, one is required to have sufficient literacy skill before contributing to empowerment projects at the community level. In Canada for instance, sufficient English language is critical for the new comers to enable them create friendship and coexist (Putri-Anggini & Siti Rodliyah, 2020). Adequate literacy skills enable one to interpret and understanding information concerning governance at the community level which is an important aspect of empowerment. Literate individuals are able to communicate freely with the implementers and managers of the empowerment projects in the community while holding them accountable (Arko & Addison, 2009).

An improvement in the level and rate of literacy can enhance performance of the community empowerment projects through promotion of democracy while increasing civic engagement through provision and access to information. Literacy enhances one's ability to read and interpret information received which contributes towards an improvement in political participation while growing democracy. Literate individuals are likely take part in civic duties like voting while voicing some democratic principles and values (Jones, 2018). Of particular concern are people with disabilities (PWDs), where literacy can allow them to stay at par with the other non- disabled individuals at the community level (Queiruga-Dios, López-Iñesta, Diez-Ojeda, Sáiz-Manzanares & Vazquez Dorrio, 2020). Literature indicates that literate individuals have more knowledge on democratic institutions and they are likely to be actively involved in matters of governance in most of the projects at the community level. Literacy is an important factor on any reconciliation and peace efforts in a post conflict scenario.

One of the biggest challenge for most community empowerment projects is how best to identify crucial knowledge and its utilization. Literacy is identified as one of the chief agents' transformation towards community empowerment. However, one of the challenges faced by developing economies is the low level of literacy and education. Thus, one crucial ways of improving literacy in these developing economies is through actively community empowerment. Literacy improves the capacity of an individual to actualize the vision of the community to stand out as the best agents at the community level. High level of literacy increases the opportunities for livelihood while improving one's earning capability (Sang, Liu, Zhang, Zheng, Yao & Wang, 2018).

The study conducted by Morgan (2016) in Guatemala focused on bringing out the best ways of developing civic efficacy and literacy. The inquiry shared that although different international organizations have made several efforts, the rate of illiteracy in Guatemal was very high, especially in rural and remote areas as well as among the indigenous individuals. The overall rate of literacy was estimated at 69% with women occupying the largest percentage of illiterate individuals. In Australia, Klieve and Flückiger (2015) exclusively explored the impact linked with literacy programs at the community level. The inquiry noted that individuals who were involved in the literacy programs were more engaged in leadership roles at the community level.

11

The economic and social benefits linked with adult literacy in Australia were empirically explored by Hartley and Horne (2006) while adopting exploratory design. The study considered literacy in two dimensions, financial and health literacy. Social capital was also examined alongside these two measures of literacy. It was noted that key issues in social capital are linked with high literacy levels while raise community and social participation. In Ghana, Arko and Addison (2009) looked at the link between functional literacy and socio-economic lives. A total of 100 individuals involved in the functional literacy program were targeted and included in the inquiry. It was noted that the beneficiaries of the functional literacy programs were able to write, read and perform numerically established calculations.

The reviewed literature has shown that literacy is an important factor that cannot be ignored as far as performance of the project is concerned. However, the role played by literacy in community empowerment projects, more so in emerging economies like Somalia has not been fully explained. This study sought to build on this and explore how literacy can impact on performance of the SSG project in Mogadishu, Somalia.

2.4 Gender Roles and Performance of Community Empowerment Projects Somalia

Women are key target groups when it comes to design of empowerment projects at the community level (Henderson & Stackman, 2010). Traditionally, gender issues at the community level have been marred with concerns about discrimination and inequalities and these curtail performance of the empowerment projects (Aretoulis, 2018). Empowerment projects should be designed with an objective of lifting the status of women in the society. In most rural areas in developing and under-developed economies, the key resources of women have not been fully utilized since male rural elites are the one who take up empowerment programs. Efforts to increase gender equality in empowerment projects help in enhancing the wellbeing of the children while reducing poverty and improving the growth of the society in general (Sweatt 2017).

Any future empowerment programs should place emphasis on the role played by women the process of development. One of the key agents of social and economic change at the community is women, and their power is enhanced when they are able to read and write. Gender roles are established in the social status that people have in their communities. Gender roles also shape the

relationship and networks that people form in their societies and this inform how they create social capital while participating in empowerment projects (Adusei-Asante, Hancock & Oliveira, 2015).

Different communities have different stereotypes that shape gender roles which in turn would impact on empowerment projects in place. This view was supported by a study on gender role stereotypes and their link with motivation to learn science and technology oriented subjects among students by Hawkins, Ratan, Blair and Fordham (2019). A similar study conducted by Mihalčová, Pružinský and MGontkovičová (2015) looked at gender stereotypes and their link with managers' work. The study shared that one of the significant factor that affects the status of both female and males in the communities is gender inequality. The study showed that in most communities, men are viewed as leaders, ambitious besides being rational thinkers. On the contrary, women are seen to have one role of taking care of the families and this reduces their ability to take up leadership positions. Thus, gender stereotypes results in low representation of women in empowerment projects in most communities.

In Kenya, a study was conducted by Jamenya (2018) to bring out the key issues that determine the ability of women to be involved in projects of construction. The study was justified on account that woman are seen to be a wrong gender in the construction projects since the involved activities are labour intensive and call for more strength. Most of the respondents were disquiet on being divided between family issues and the career. Rodríguez, Montequín, Morán and de-Arriba (2017) exclusively focused on gender issues within the context of project management. The study was informed by the fact that women and men exhibit differences in their managerial styles and these were explored by this study. The inquiry showed that unlike female who rely on social; styles of leadership, male rely more on authoritative styles.

There is a growing body of literature focusing on the role played by women in implementation of projects. In a study by Kisiangani (2016), it was shared that the Kenyan government has played an insignificant role in creating awareness among staff on issues of gender. The inquiry shared that there was a patriarchal culture that created male dominance and gender roles in most ministries in Kenya. It was shown that although gender laws were in place, functionality of these rules was low on the basis of gender mainstreaming. The study done by Moreka (2019) focused on key issues that inform women to take part in projects of entrepreneurship at the community level, with

emphasis on Nyamira County in Kenya. The variables covered in the study included patriarchy, gendered ideology, gender suppression as well as political views and they were seen to influence the ability of women to take part in projects.

The reviewed literature has shown that gender roles are instrumental in performance of the projects. However, much of the focus of this literature is on other countries like Kenya. Thus, the gender roles in the context of community empowerment projects in Somalia has not been adequately addressed hence the need for the present study.

2.5 Income Levels and Performance of Community Empowerment Projects

The income levels of people in the community will determine how their take part in empowerment projects. A community that has employed people will be able to mobilize financial resources for empowerment projects. One of the key sources of funds to finance empowerment projects is through fundraising. In fact, the increasing importance of fundraising in America was brought out by Burlingame (1994) as supported by an increase in staff and professionals in the field of fundraising. The key vehicle of fundraising in the project organization is the fund, and this gives donors an opportunity of sponsoring some activities. Fundraising activities are organized with a non-profiting motive and they are meant to strengthen the bond between the community empowerment project organization and the local community (Yasin, 2019).

The income levels of the beneficiaries would determine financial sustainability of the community empowerment project organizations. Financial sustainability is an important concept when it comes to performance of the community empowerment projects. This is because most of these projects are funded by donors who are unpredictable. In the wake of dwindling flow of funds from the donors, the members of the community would contribute towards the project activities when there is high financial sustainability. Low financial sustainability increases vulnerability of the community empowerment projects to risks that may threaten progress of the established activities. As shared by Viravaidya and Hayssen (2001), even if the project organization has over twenty donors, there may be growing vulnerabilities especially when a significant part of their budget is derived from these donors. A community empowerment organization should ensure that at least 60% of its budget is derived from other sources including local contributions away from the donors.

Studies indicate that the level of income of the beneficiaries is one of the sources of funds to finance empowerment projects which drive their financial sustainability. This is supported by a study conducted by Busienei (2017) on strategies to generate income and their link with financial sustainability of NGOs operating in Nairobi. The study considered financial sustainability as the extent which the project organization is able to develop different resource bases that it can continue to operate even when donor support has been cut. The study raised the need for NGOs to explore their strategies for enhancing their financial sustainability.

The aforementioned studies in this section have espoused the critical role played by income levels on performance of the project. However, the main focus of this literature has been in other countries away from Somalia thus the need for the current study.

2.6 Diversity of Project Team and Performance of Community Empowerment Projects

Diversity is an important concept when it comes to performance of the community empowerment projects. Most NGOs operating in Sub-Saharan region have their head offices in developed economies like United States and United Kingdom (Güver & Motschnig, 2017). The top officials running these projects are foreigners and expatriates originating from these advanced countries and thus they run affairs in host countries. This creates cross cultural differences marred by issues of language barrier with the host and local community. This may have an adverse effect on functioning of the community empowerment projects in question.

A survey was conducted by Wu, Zhao, Zuo and Zillante (2019) on the role played by the diversity of the project team on performance. It was shown that team diversity has a postive link with performance of the project. This underscores that the critical role played by project team diversity in driving performance of the community empowerment projects. Among most starts up in Indonesia, Hartono, Dzulfikar and Damayanti (2020) focused on bringing out the interplay between team diversity and conflicts with performance of projects. The study noted existance of direct link between work diversity and the task conflict and not performance of the team. With a focus on software projects in Taiwan, Liang, Liu, Lin and Lin (2007) conducted an inquiry linking team diversity and performance. Diversity was examined on the basis of knowledge of the individual employees and the values. It was shown that value diversity is linked with an inverse interaction with performance of the team while knowledge diversity raises the level of task conflict

15

and this positively enhances performance of the project teams. The study created the need for managers to maintain healthy relationship among project teams while ensuring that members have base of knowledge.

Culture is an important aspect of diversity that influences performance of the project. This assertion was reinforced by Zhan (2018) on cultural diversity and its link with collective performance. It was shown that projects with culturally diverse teams are likely to perform better. The study conducted by Fadhul (2017) was keen to bring out the link between multicultural teams and ability of the projects to perform. The review of literature by the study did indicate that diverse teams perform better as compared to the homogenous ones. The inquiry shared that an understanding of the cultural differences among team members drawn from different cultures is an important step towards successful management of the projects. At the same time, mismanagement or ignoring of the cultural differences among the teams may result into failure of the projects. Obare, Kyalo, Mulwa and Mbugua (2016) looked at diversity of experience of the project teams on performance of rural construction projects of roads in Kenya. The variables covered included demographic diversity, training diversity, experience diversity and work culture diversity. The inquiry shared that an improvement in performance of the project requires the project managers to address issues revolving around diversity of the project teams.

Literature has shown that diversity of the project team is critical as far as performance of the project is concerned. However, this link has not been fully conceptualized and understood in the context of developing countries like Somalia.

2.7 Theoretical Framework

The study will be guided by the empowerment theory that was advanced by Kanter (1993). The theory argues that one of the progressive tools for sustainable development at the community level is the community based interventions (Zimmerman, 1995). The theory justifies the need for creation of collaborative capacities, build capacities at the community level and initiating change at a local level. The theory argues that through coalitions at the community level, members are empowered to effectively collaborate for building of social capital that provides solution top emerging issues (Fawcett *et al,* 1995).

The theory provides an understanding of the issues faced by human beings in the context of economic, political and social surroundings. Empowerment arises in a community where members have access to information, support and the required resources. Community members who are empowered are more committed to the project organization, more accountable for what they do and feel okay to contribute towards project interventions (Degner, 2005). According to Erickson et al. (2003), empowerment occurs when staff gain control on their lives while participating in decisions that impact on their lives in the community where they live. This theory will be used to underpin the dependent variable which is performance of the community empowerment projects.

2.8 Conceptual Framework


```
┌─────────────────────────────────┐        ┌─────────────────────────────────┐
│  INDEPENDENT VARIABLES          │        │  DEPENDENT VARIABLE             │
└─────────────────────────────────┘        └─────────────────────────────────┘

┌─────────────────────────────────┐
│ Literacy                        │
│   • Access to information       │
│   • Social capital              │
│   • Knowledge, attitude and     │
│     skills                      │
│   • Ability to interpret        │
│     information                 │
└─────────────────────────────────┘

┌─────────────────────────────────┐        ┌─────────────────────────────────┐
│ Gender roles                    │        │ Performance         of         │
│   • Patriarchy                  │        │ community                      │
│   • Gender stereotypes          │        │ empowerment projects           │
│   • Gender equality and equity  │        │   • Support for women          │
│   • Gender suppression          │        │     leadership                 │
└─────────────────────────────────┘        │   • Participation in civic     │
                                           │     processes                  │
┌─────────────────────────────────┐        │   • Quality of Government      │
│ Income Levels                   │        │     services                   │
│   • Employment status           │        └─────────────────────────────────┘
│   • Financial resource          │
│     mobilization                │
│   • Fundraising interventions   │
│   • Financial sustainability    │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│ Diversity of project team       │
│                                 │
│   • Ethnic balance              │
│   • Language barrier            │
│   • Cross cultural teams        │
│   • PWDs in employment          │
└─────────────────────────────────┘

                    ┌─────────────────────────────────┐
                    │ MODERATING VARIABLE             │
                    │   • Government Policies          │
                    │   • Donor policies               │
                    └─────────────────────────────────┘
```
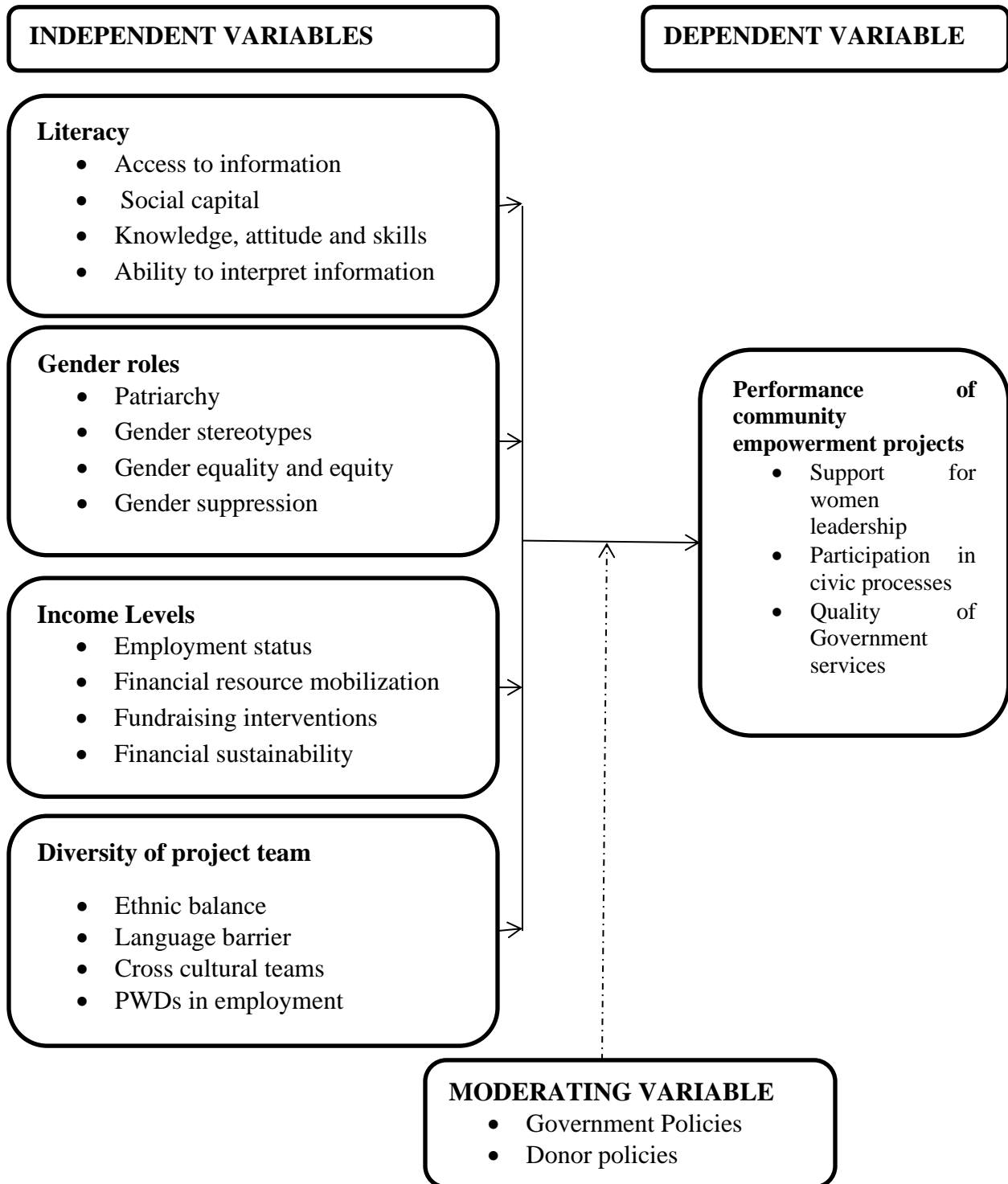
Figure 2.1: Conceptual Framework

2.9 Research Gap Matrix

Table 2.1 shows the gaps from the reviewed studies.

18

Table 2.1: Research Gap Matrix

Variable	Author & Year	Study	Finding	Gap	Focus of present study
Diversity of project team	Hartono, Dzulfikar and Damayanti (2020)	bringing out the interplay between team diversity and conflicts with performance of projects	The study noted existance of direct link between work diversity and the task conflict and not performance of the team.	This study was carried out among start up entities in Indonesia	The present study was done among community empowerment projects in Somalia
Income levels	Yasin, (2019)	Regional income levels and economic growth	Fundraising activities are organized with a non-profiting motive and they are meant to strengthen the bond between the community empowerment project organization and the local community	The study used economic growth as the dependent variable	The current study looked at project performance as the dependent variable
Diversity of project team	Wu, Zhao, Zuo and Zillante (2019)	the role played by the diversity of the project team on performance	team diversity has a postive link with performance of the project	This study was conducted among road construction projects	The present study focused on community empowerment projects
Income levels	Busienei (2017)	strategies to generate income and their link with financial sustainability of NGOs operating in Nairobi	The study raised the need for NGOs to explore their strategies for enhancing their financial sustainability.	The study focused on financial sustainability as the dependent variable	The present study will focus on project performance as the dependent variable
Gender roles	Rodríguez et al. (2017)	exclusively focused on gender issues within the context of project management	unlike female who rely on social; styles of leadership, male rely more on authoritative styles	The study covered gender roles in projects in general	The present study sought to relate gender roles with project performance
Literacy	Morgan (2016)	Focused on bringing out the best ways of developing civic efficacy and literacy.	Although different international organizations have made several efforts, the rate of illiteracy in Guatemala was very high	The study was conducted in Guatemala	The present study was carried out in Somalia
Gender roles	Kisiangani (2016)	Key issues that shape the ability of women to	strategies to generate income and their link with	The study focused on financial	The present study focused on

		participate in implementation of projects	financial sustainability of NGOs operating in Nairobi	sustainability as the dependent variable	project performance as the dependent variable
Literacy	Klieve and Flückiger (2015	explored the impact linked with literacy programs at the community level	individuals who were involved in the literacy programs were more engaged in leadership roles at the community level	This study was conducted in Australia	The present study was conducted in Somalia

Source: Literature Review (2020)

2.10 Summary of Literature

The chapter has reviewed literature on community empowerment projects, literacy, gender roles, income levels and project team diversity all in relation to performance of projects. Empowerment theory has been reviewed to provide anchorage to the study. The conceptual framework has been presented showing the study variables together with indicators. The gaps from the reviewed literature have also been illustrated in this chapter.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter is set out to detail the methodologies to be used for gathering and analysis of the findings based on the objectives. The specific contents of this chapter include the design adopted, the target population and the means that were used to conduct sampling so as to select the respondents for participation in the study. The means of data collection including the associated means for piloting, validity and reliability and related procedure for gathering the data and the analysis of the findings are also discussed in this chapter.

3.2 Research Design

Research design is procedures that the researcher has selected upon which are to be used in carrying out a review on a given number of questions or even hypotheses in an inquiry (Browne, Coffey, Cook, Meiklejohn & Palermo, 2019). In this inquiry, the design to be adopted was descriptive survey covering quantitative and qualitative methods. The main concern of the descriptive survey design is on the link existing between any given variables (Stokes, 2017). The key issues for description in this study are the socio-economic factors influencing performance of community empowerment projects in Mogadishu, Somalia. The study provided a description of the literacy, gender roles, income levels and diversity of the project teams in relation to the performance of the community empowerment projects in Mogadishu, Somalia. This design was selected as relevant in this study since it helped in determining and reporting the way things exist (Chu & Ke, 2017). Thus, through this design, it was possible to provide a description of the key issues and problem in this study.

3.3 Target Population

The term target population refers to the specific elements that provide the basis for the study to focus on while supporting the need to generalize the findings of the study (Yin, 2017). This study targeted 130 project managers, project coordinators, project team leaders and community liaison officers from the Strengthening Somali Governance Project in Mogadishu City, Somalia. The target population is as indicated in Table 3.1.

Table 3.1: Target Population

Category	Target Population
Project managers	15
Project coordinators	50
Project team leaders	30
Community liaison officers	35
Total	**130**

Source: Strengthening Somali Governance reports (2020)

3.4 Sample Size and Sampling Procedure

Sampling is a process where a number of objects or individuals are selected from a given population for inclusion in the inquiry (Yin, 2015). This section provides information on how the sample size of the study was determined as well as how the respondents were selected forming a sample.

3.4.1 Sample Size

Sample size is a small portion of the whole targeted respondents that is selected and is included in the final inquiry (Abutabenjeh & Jaradat, 2018). The sample size of this study was 130 respondents since census was adopted. Yin (2015) argues that census is ideal when the population has less than 200 units.

3.4.2 Sampling Procedure

Sampling procedure (also referred to technique) is a process where representative elements from the target population are selected for inclusion in the study (Ghauri, Grønhaug & Strange, 2020). This study used census and thus all the 130 respondents were included. The use of census was justified on account that the population was relatively small and could easily be accessed.

3.5 Research Instruments

Research instrument is a tool that is to be used for gathering the views of the participants from the field or even the information from auxiliary sources (Rose, McKinley & Baffoe-Djan, 2019). In this study, the main instrument for gathering data was the questionnaire. As noted by Gilham (2008), when well designed, the questionnaire can help in collection of information that is accurate and reliable within a limited span of time. The questionnaire was designed to include both open

and close ended items. This helped to complement the responses from the participants in the study. The questionnaire was divided into six sections with the general information on the respondents being indicated in section A and the subsequent sections detailing information on the independent and the dependent objective variables of the inquiry.

3.5.1 Piloting of Research Instruments

The pilot study is like a mock inquiry that is done before the actual investigation and it helps in gauging whether the study tools work as designed (Mugenda & Mugenda, 2003). According to Mugenda and Mugenda (2003), a relatively smaller sample of 10% of the participants is sufficient for carrying out piloting of the tools. This study selected 10 respondents from Strengthening Somali Governance Project for piloting the questionnaire and they were not included in the final study so as to reduce possible biasness.

3.5.2 Validity of Research Instruments

The study tools are said to be valid when they measure what they are designed to indicate (Yin, 2017). The study tested for content and construct with the help of the supervisor. In this regard, the researcher shared the questionnaire with the supervisor to review its contents to ensure that adequate information has been covered. In reviewing the contents of the questionnaire, the supervisor paid close attention to the constructs indicated in the conceptual framework and ascertain whether there is an alignment. After this review, incomplete and inconsistent items on the questionnaire were deleted or rephrased prior to the actual data collection exercise in the field.

3.5.3 Reliability of Research Instruments

Reliable tools are those that give evidence which is consistent even with other successive trials (Yin, 2015). In this study, reliability of the instrument was determined through Cronbach Alpha coefficients. In view of this, the dully piloted questionnaires were coded and the values of Cronbach Alpha Coefficients extracted. The value 0.7 was taken as the threshold (Ghauri, Grønhaug & Strange, 2020).

3.6 Data Collection Procedure

The researcher sought for necessary authority and permission to carry out the researcher. First, a letter of introduction from the University of Nairobi was sought followed by a research permit from Somalia. When in the field, the questionnaire was administered to the respondents with the help of three research assistants who underwent two-week training before deployment. The research assistants physical availed the questionnaires to the respondents and wre given a week to fill in before they went back to collect the dully filled items from the respondents.

3.7 Data Analysis Techniques

Data analysis is a process when the views of the respondents or from auxiliary sources are evaluated through logical and analytical way of thinking (Cooper & Schindler, 2013). It is through data analysis that usable and useful information can be sought (Saunders, Lewis, & Thornhill, 2015). The information gathered from this study underwent coding and editing through the excel sheet before being exported to the SPSS platform. The analysis of the collected data was supported by descriptive and inferential statistics. The study leveraged on means and standard deviations as well as frequencies and percentages as the key descriptive statistics. For the inferential statistics, regression analysis was adopted with the model as summarized under: The results were presented through tables and figures.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y is the performance of community empowerment projects

α refers to the Y intercept of the linear model

X_1 refers to literacy

X_2 refers to gender roles

X_3 refers to income levels

X_4 refers to diversity of project teams

3.8 Ethical Consideration

The researcher sought for a letter of introduction from UON and a permit from Somalia before actual data collection. Assurance was provided to the participants that any information to be sought was only to be used for academic purpose. The respondents were not forced to take part in the inquiry, since it was voluntary. Those who were not willing to undertake this study were free to do so. The participants were not required to disclose their name and any information shared was treated and handled confidentially. No monetary reward was provided to the participants for taking part in this inquiry. All the information and literature reviewed was appropriately acknowledged through citation and referring so as to avoid plagiarism.

3.9 Operationalization

Table 3.3 gives a breakdown of how the study variables were operationalized

Table 3.2: Operationalization

Type of Variable	Indicators	Scale of Measurement	Tool for data collection	Tool for data analysis
Independent literacy	Access to information Social capital Knowledge, attitude and skills Ability to interpret information	Ordinal scale Nominal scale	Questionnaire, section B	Frequencies and percentages Means and standard deviations Regression analysis
Independent gender roles	Patriarchy Gender stereotypes Gender equality and equity Gender suppression	Ordinal scale Nominal scale	Questionnaire, section C	Frequencies and percentages Means and standard deviations Regression analysis
Independent income levels	Employment status Financial resource mobilization Fundraising interventions Financial sustainability	Ordinal scale Nominal scale	Questionnaire, section D	Frequencies and percentages Means and standard deviations Regression analysis

Independent diversity of the project team	Ethnic balance Language barrier Cross cultural teams PWDs in employment	Ordinal scale Nominal scale	Question naire, section E	Frequencies and percentages Means and standard deviations Regression analysis
Dependent performance of community empowerment projects	Support for women leadership Participation in civic processes Quality of Government services	Ordinal scale Nominal scale	Question naire, section F	Frequencies and percentages Means and standard deviations

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INERPERETAION

4.1 Introduction

The chapter details the findings of analysis based on specific objectives that guided the study.

4.2 Questionnaire Return Rate

From the 130 questionnaires that were administered to respondents, 91 of them were dully filled and returned. This was equivalent to a response rate of 70%. This was supported by Babbie (2010).

4.3 General Information

The general information of the respondents was determined and summarized as shown in Table 4.1.

Table 4.1: General Information

Category	Classification	Frequency	Percentage
Level of Education	Certificate	5	5.5
	Diploma	27	29.7
	First Degree	45	49.5
	Masters	14	15.4
	Total	**91**	**100.0**
Years of Experience	Less than 5 years	4	4.4
	5-10 years	22	24.2
	10-15 years	45	49.5
	Over 15 years	20	22.0
	Total	**91**	**100.0**

The findings in Table 4.1 show that on level of education, 49.5% of the respondents had first degrees while 5.5% had certificates. Thus, the participants in the inquiry shared the relevant information that the study sought. The results on years of experience showed that while 49.5% had worked for 10-15 years, 4.4% had worked for less than 5 years. This means that respondents were knowledgeable since they had worked in their project organization for a relatively longer period of time.

4.4 Descriptive Statistics

This section details the findings of descriptive statistics guided by means and standard deviations as well as frequencies and percentages on the variables of the study.

4.4.1 Literacy

Table 4.2 is a summary of the descriptive statistics on literacy.

Table 4.2: Literacy

	SD		D		N		A		SA		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
The community has access to information concerning governance institutions in place	0	0.0	5	5.5	15	16.5	67	73.6	4	4.4	3.76	.616
The community understands the need to work together for realization of the goals of SSG project	4	4.4	16	17.6	13	14.3	37	40.7	21	23.1	3.60	1.15
The community has relevant knowledge in activities carried out by SSG project	0	0.0	15	16.5	7	7.7	60	65.9	9	9.9	3.69	.865
The community has a supportive attitude towards SSG project	0	0.0	2	2.2	24	26.4	54	59.3	11	12.1	3.81	.66
The community can interpret any information shared by the SSG project	0	0.0	1	1.1	16	17.6	60	65.9	14	15.4	3.95	.613
Composite Score											**3.76**	**0.781**

Table 4.2 shows that 77.8% of the respondents agreed (M=3.76) that the community had access to information concerning governance institutions in place. Access to information is an important factor that contributes to knowledge and thus empowerment of the community. 63.8% (M=3.60) observed that the community understood the need to work together for realization of the goals of SSG project. 75.8% (M=3.69) noted that the community had relevant knowledge in activities carried out by SSG project. 71.4% (M=3.81) shared that the community had a supportive attitude towards SSG project. It was shown that 81.3% of the respondents agreed (M=3.81) that the community could interpret any information shared by the SSG project.

In light of the indicators of performance community empowerment projects set out in the conceptual framework, it can be inferred that literacy of the community allowed them to participate in civic processes like voting while also demanding quality services from the government. This is important as far as community empowerment is concerned.

4.4.2 Gender Roles

Gender roles were determined and a summary of the descriptive statistic is as shown in Table 4.3.

Table 4.3: Gender Roles

	SD		D		N		A		SA		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
The existing patriarchal believes in the community has limited women participation in SSG project	0	0.0	5	5.5	22	24.2	54	59.3	10	11.0	3.75	.720
Gender stereotypes have affected women participation in SSG project	0	0.0	10	11.0	12	13.2	51	56.0	18	19.8	3.84	.868
SSG project has worked to promote gender equality in the community	0	0.0	13	14.3	16	17.6	56	61.5	6	6.6	3.60	.814
SSG project has promoted gender equity in the community	0	0.0	1	1.1	32	35.2	40	44.0	18	19.8	3.82	.754
Females play equal roles as their male counterparts when it comes to SSG project	0	0.0	22	24.2	4	4.4	56	61.5	9	9.9	3.57	.967
Composite Score											**3.72**	**0.825**

The results in Table 4.3 indicate that 70.3% of the respondents agreed (M=3.75) that the existing patriarchal believes in the community had limited women participation in SSG project. From the results, 75.8% of the respondents agreed (M=3.84) that gender stereotypes had affected women participation in SSG project. 68.1% (M=3.60) noted that SSG project had worked to promote gender equality in the community. From the results, 63.8% of the respondents agreed (M=3.82) that SSG project had promoted gender equity in the community. 71.4% (M=3.57) observed that females played equal roles as their male counterparts when it came to SSG project.

The implication of the findings in Table 4.3 is that the community had some established gender roles and other beliefs that had traditionally demeaned women; community empowerment projects like SSG are playing a critical role towards changing these beliefs. This has been evident by supporting women when it came to leadership roles in the project itself which is important as far as empowerment is concerned.

4.4.3 Income Levels

Table 4.4 summarizes descriptive on income levels.

Table 4.4: Income Levels

	SD		D		N		A		SA		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
Most of the beneficiaries of the SSG project have limited formal employment	0	0.0	0	0.0	25	27.5	53	58.2	13	14.3	3.86	.636
The community participates in mobilization of financial resources for carrying out SSG project	0	0.0	25	27.5	13	14.3	40	44.0	13	14.3	3.55	1.04
The community takes part in fundraising interventions of SSG project	25	27.5	13	14.3	0	0.0	13	14.3	40	44.0	3.74	1.27
There are other income generating activities to sustain SSG project	0	0.0	25	27.5	0	0.0	53	58.2	13	14.3	3.59	1.04
The community contributes towards all the income generating activities of SSG project	0	0.0	25	27.5	13	14.3	0	0.0	53	58.2	3.89	1.35
Composite Score											**3.73**	**1.067**

Table 4.4 shows that 72.5% of the respondents agreed (M=3.86) that most of the beneficiaries of the SSG project had limited formal employment. The study noted that 58.3% of the respondents agreed (M=3.55) that the community participated in mobilization of financial resources for carrying out SSG project. 58.3% (M=3.74) held that the community took part in fundraising interventions of SSG project. 72.5% (M=3.59) noted that there were other income generating activities to sustain SSG project. 58.2% (M=3.89) indicated that the community contributed towards all the income generating activities of SSG project.

Based on the findings in Table 4.4, it can be inferred that income levels are critical as far as performance of community empowerment is concerned. In particular, community empowerment projects should have diversified sources of income, so as to effectively support women leaders in the community thus empowerment.

4.4.4 Diversity of Project Team

Table 4.5 gives an overview of the findings of descriptive statistics on diversity of the project team.

Table 4.5: Diversity of Project Team

	SD		D		N		A		SA		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
The SSG project staff are drawn from different ethnicities	0	0.0	7	7.7	13	14.3	48	52.7	23	25.3	3.95	.842
Foreign staff working on SSG project have limited knowledge of the local language	0	0.0	15	16.5	25	27.5	33	36.3	18	19.8	3.59	.988
Language barrier limits close interaction between foreign and local staff working on SSG project in Mogadishu	3	3.3	8	8.8	36	39.6	42	46.2	2	2.2	3.25	.807
The staff working on SSG project are drawn from different cultural background	0	0.0	19	20.9	21	23.1	51	56.0	0	0.0	3.35	.807
Persons with Disabilities (PWDs) are equally represented among the staff working on SSG project	0	0.0	8	8.8	19	20.9	49	53.8	15	16.5	3.78	.827
Composite Score											**3.58**	**0.854**

Table 4.5 shows that 78% of the respondents agreed (M=3.95) that the SSG project staff were drawn from different ethnicities. It was shown that 56.1% of the respondents agreed (M=3.59) that foreign staff working on SSG project had limited knowledge of the local language. Close to half of the respondents (48.4%) agreed (M=3.25) that language barrier limited close interaction between foreign and local staff working on SSG project in Mogadishu. 56% (M=3.35) shared that the staff working on SSG project were drawn from different cultural background. From the results,

70.3% of the respondents agreed (M=3.78) that Persons with Disabilities (PWDs) were equally represented among the staff working on SSG project. This means that diversity of the project team of the community empowerment projects is an important factor that recognizes the need to support women for leadership.

4.4.5 Performance of Community Empowerment Projects

The descriptive statistics on performance of community empowerment projects are as summarized in Table 4.6.

Table 4.6: Performance of community empowerment projects

	SD		D		N		A		SA		Mean	Std. Dev
	f	%	f	%	f	%	f	%	f	%		
SSG project has supported more women into leadership positions	1	1.1	6	6.6	30	33.0	51	56.0	3	3.3	3.53	.719
SSG project has created awareness for beneficiaries to participate in voting processes	4	4.4	20	22.0	9	9.9	45	49.5	13	14.3	3.47	1.11
SSG project has supported government institutions to provide quality services to people	0	0.0	17	18.7	19	20.9	40	44.0	15	16.5	3.58	.978
Composite Score											**3.53**	**0.936**

Table 4.6 indicate that 59.3% of the respondents agreed (M=3.53) that SSG project had supported more women into leadership positions. It was also shown that 63.8% of the respondents agreed (M=3.47) that SSG project had created awareness for beneficiaries to participate in voting processes. It was revealed that 60.5% of the respondents agreed (M=3.58) that SSG project had supported government institutions to provide quality services to people. This means that SSG project had played an important role as far as community empowerment was concerned by supporting women leadership, sensitizing beneficiaries on civic processes and holding the government accountable.

4.5 Inferential Statistics

The subsequent sections detail regression results

4.5.2 Regression Model Summary

Table 4.7 is the findings of the regression model summary.

Table 4.7: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.815[a]	.665	.649	2.07088

The finding in Table 4.7 shows the value of R square as .665, this means that 66.5% change in performance of community empowerment projects is explained by socio-economic factors. This means that other unexplored factors exists that influence performance the community empowerment projects aside from the socio-economic factors.

4.5.3 Analysis of Variance

Table 4.8 gives the ANOVA findings.

Table 4.8: Analysis of Variance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	731.602	4	182.901	42.649	.000
Residual	368.815	86	4.289		
Total	**1100.418**	**90**			

The ANOVA findings in Table 4.8 show an F calculated figure of 42.649 with $p < 0.05$. This means that the overall regression model used in the study was significant.

4.5.4 Significance and Coefficients

Table 4.9 gives the findings of the significance and the beta coefficients.

Table 4.9: Significance and Coefficients

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	11.466	2.355		4.870	.000
Literacy	.309	.085	.447	3.640	.000
Gender roles	.142	.052	.363	2.747	.007
Income levels	.233	.040	.076	5.825	.011
Diversity of project team	.168	.061	.198	2.764	.007

α=0.05

The results equation from Table 4.9 becomes:

$Y = 11.466 + .447X_1 + .363X_2 + .076X_3 + .198X_4$

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y is the performance of community empowerment projects

α refers to the Y intercept of the linear model

X_1 refers to literacy

X_2 refers to gender roles

X_3 refers to income levels

X_4 refers to diversity of project teams

Table 4.9 gives the findings of the regression beta coefficients and p-values indicated by significance column. Based on the beta coefficients, literacy ($\beta=.447$) had the greatest effect on performance of the community empowerment projects followed by gender roles ($\beta=.363$), diversity of project team ($\beta=.198$) and lastly income levels ($\beta=.076$) respectively. In terms of significance, literacy ($p=.000<0.05$), gender roles ($p=0.007<0.05$), income levels ($p=0.011<0.05$) and diversity of project team ($p=0.007<0.05$) were all found to have significant effect on performance of the community empowerment projects. Thus, the study rejected hypotheses H_{01}, $H_{02,}$ H_{03} and H_{04} and instead adopted all the alternative hypotheses.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The summary of the analyzed findings is provided in this chapter. Discussions are also provided by appropriately linking the findings with literature. Conclusion and recommendations are also presented as well as areas for further research.

5.2 Summary of the Findings

The section summarizes the analyzed findings.

5.2.1 Literacy and Performance of Community Empowerment Projects

It was noted that 81.3% of the respondents agreed (M=3.81) that the community could interpret any information shared by the SSG project. It was shown that 77.8% of the respondents agreed (M=3.76) that the community had access to information concerning governance institutions in place. In general, 75.8% (M=3.69) shared that the community had relevant knowledge in activities carried out by SSG project. The study further show that 71.4% of the respondents agreed (M=3.81) that the community had a supportive attitude towards SSG project. Additionally, 63.8% (M=3.60) of participants observed that the community understood the need to work together for realization of the goals of SSG project. Based on the beta coefficients, literacy (β=.447, p<0.05) had the greatest significant effect on performance of the community empowerment.

5.2.2 Gender Roles and Performance of Community Empowerment Projects

From the results, 75.8% of the respondents agreed (M=3.84) that gender stereotypes had affected women participation in SSG project.71.4% (M=3.57) of respondents shared that females played equal roles as their male counterparts when it came to SSG project. The results indicate that 70.3% of the respondents agreed (M=3.75) that the existing   patriarchal believes in the community had limited women participation in SSG project. 68.1% (M=3.60) of participants said that SSG project had worked to promote gender equality in the community. 63.8% (M=3.82) agreed that SSG project had promoted gender equity in the community. From regression analysis, gender roles

(β=.363, p<0.05) had the least but significant effect on performance of the community empowerment projects.

5.2.3 Income Levels and Performance of Community Empowerment Projects

It was shown that 72.5% of the respondents agreed (M=3.86) that most of the beneficiaries of the SSG project had limited formal employment. 72.5% (M=3.59) said that there were other income generating activities to sustain SSG project. 58.3% (M=3.55) shared that the community participated in mobilization of financial resources for carrying out SSG project. 58.3% (M=3.74) believed that the community took part in fundraising interventions of SSG project. 58.2% (M=3.89) of respondents said that the community contributed towards all the income generating activities of SSG project. Based on the beta coefficients, income levels (β=.076, p<0.05) had the second greatest significant effect on performance of the community empowerment projects.

5.2.4 Diversity of Project Team and Performance of Community Empowerment Projects

It was shown that 78% of the respondents agreed (M=3.95) that the SSG project staff were drawn from different ethnicities. 70.3% (M=3.78) said that Persons with Disabilities (PWDs) were equally represented among the staff working on SSG project. It was shown that 56.1% of the respondents agreed (M=3.59) that foreign staff working on SSG project had limited knowledge of the local language. 56% (M=3.35) said that the staff working on SSG project were drawn from different cultural background. Close to half of the respondents (48.4%) agreed (M=3.25) that language barrier limited close interaction between foreign and local staff working on SSG project in Mogadishu. From regression analysis, diversity of project team (β=.198, p<0.05) had the third greatest and significant effect on performance of the community empowerment projects

5.3 Discussion

5.3.1 Literacy and Performance of Community Empowerment Projects

The study established that 81.3% of the respondents agreed (M=3.81) that the community could interpret any information shared by the SSG project. This finding is supported by Arko and Addison (2009) who shared that adequate literacy skills enable one to interpret and understanding information concerning governance at the community level which is an important aspect of

empowerment. It was shown that 77.8% of the respondents agreed (M=3.76) that the community had access to information concerning governance institutions in place. This finding agree with Jones (2018) who established that an improvement in the level and rate of literacy can enhance performance of the community empowerment projects through promotion of democracy while increasing civic engagement through provision and access to information.

Based on the beta coefficients, literacy (β=.309, $p<0.05$) had the greatest significant effect on performance of the community empowerment. This finding is in line with Sang et al. (2018) who identified literacy as one of the chief agents' transformation towards community empowerment. High level of literacy increases the opportunities for livelihood while improving one's earning capability. Similarly, Klieve and Flückiger (2015) exclusively explored the impact linked with literacy programs at the community level. The inquiry noted that individuals who were involved in the literacy programs were more engaged in leadership roles at the community level.

5.3.2 Gender Roles and Performance of Community Empowerment Projects

From the results, 75.8% of the respondents agreed (M=3.84) that gender stereotypes had affected women participation in SSG project. This finding is consistent with Hawkins, Ratan, Blair and Fordham (2019) who shared that different communities have different stereotypes that shape gender roles which in turn would impact on empowerment projects in place. A similar study conducted by Mihalčová et al. (2015) looked at gender stereotypes and their link with managers' work and shared gender stereotypes results in low representation of women in empowerment projects in most communities. 71.4% (M=3.57) of participants shared that females played equal roles as their male counterparts when it came to SSG project. The results indicate that 70.3% of the respondents agreed (M=3.75) that the existing patriarchal believes in the community had limited women participation in SSG project. This finding is in line with Kisiangani (2016) who shared that there was a patriarchal culture that created male dominance and gender roles in most ministries in Kenya. The study done by Moreka (2019) focused on key issues that inform women to take part in projects of entrepreneurship at the community level, with emphasis on Nyamira County in Kenya where variables covered in the study included patriarchy. From the results, 63.8% of the respondents agreed (M=3.82) that SSG project had promoted gender equity in the community. From regression analysis, gender roles (β=.142, $p<0.05$) had the least but significant

effect on performance of the community empowerment projects. This finding agrees with Aretoulis (2018) who noted that traditionally, gender issues at the community level have been marred with concerns about discrimination and inequalities and these curtail performance of the empowerment projects.

5.3.3 Income Levels and Performance of Community Empowerment Projects

It was shown that 72.5% of the respondents agreed (M=3.86) that most of the beneficiaries of the SSG project had limited formal employment. This finding agrees with Yasin (2019) who shared that a community that has employed people will be able to mobilize financial resources for empowerment projects. The study established that 72.5% of the respondents agreed (M=3.59) that there were other income generating activities to sustain SSG project. The study noted that 58.3% of the respondents agreed (M=3.55) that the community participated in mobilization of financial resources for carrying out SSG project. 58.3% (M=3.74) of participants said that the community took part in fundraising interventions of SSG project. Similarly, Yasin (2019) argue that one of the key sources of funds to finance empowerment projects is through fundraising. 58.2% (M=3.89) of participants observed that the community contributed towards all the income generating activities of SSG project. As shared by Viravaidya and Hayssen (2001), even if the project organization has over twenty donors, there may be growing vulnerabilities especially when a significant part of their budget is derived from these donors. Based on the beta coefficients, income levels (β=.233, p<0.05) had the second greatest significant effect on performance of the community empowerment projects. Busienei (2017) considered financial sustainability as the extent which the project organization is able to develop different resource bases that it can continue to operate even when donor support has been cut. The study raised the need for NGOs to explore their strategies for enhancing their financial sustainability.

5.3.4 Diversity of Project Team and Performance of Community Empowerment Projects

It was shown that 78% of the respondents agreed (M=3.95) that the SSG project staff were drawn from different ethnicities. Equally, Güver and Motschnig (2017) indicated that most NGOs operating in Sub-Saharan region have their head offices in developed economies like United States and United Kingdom and that the top officials running these projects are foreigners and expatriates originating from these advanced countries and thus they run affairs in host countries. 70.3%

(M=3.78) said that Persons with Disabilities (PWDs) were equally represented among the staff working on SSG project. Queiruga-Dios et al. (2020) said that of particular concern are people with disabilities (PWDs), where literacy can allow them to stay at par with the other non- disabled individuals at the community level. Based on the beta coefficients, literacy diversity of project team (β=.168, p<0.05) had the third greatest and significant effect on performance of the community empowerment projects. Similarly, Obare et al (2016) shared that an improvement in performance of the project requires the project managers to address issues revolving around diversity of the project teams. Similarly, Fadhul (2017) shared that an understanding of the cultural differences among team members drawn from different cultures is an important step towards successful management of the projects.

5.3 Conclusion

This section provides conclusion based on the findings.

5.3.1 Literacy and Performance of Community Empowerment Projects

The community could interpret any information shared by the SSG project. The community had access to information concerning governance institutions in place. The community had relevant knowledge in activities carried out by SSG project. The community had a supportive attitude towards SSG project. Literacy had the greatest significant effect on performance of the community empowerment.

5.3.2 Gender Roles and Performance of Community Empowerment Projects

Gender stereotypes had affected women participation in SSG project. Females played equal roles as their male counterparts when it came to SSG project. The existing   patriarchal believes in the community had limited women participation in SSG project.   SSG project had worked to promote gender equality in the community. SSG project had promoted gender equity in the community. Gender roles had the least but significant effect on performance of the community empowerment projects.

5.3.3 Income Levels and Performance of Community Empowerment Projects

Most of the beneficiaries of the SSG project had limited formal employment. There were other income generating activities to sustain SSG project. The community participated in mobilization of financial resources for carrying out SSG project. The community took part in fundraising interventions of SSG project. The community contributed towards all the income generating activities of SSG project. Income levels had the second greatest significant effect on performance of the community empowerment projects.

5.3.4 Diversity of Project Team and Performance of Community Empowerment Projects

SSG project staff was drawn from different ethnicities. Persons with Disabilities (PWDs) were equally represented among the staff working on SSG project. Foreign staff working on SSG project had limited knowledge of the local language. Staff working on SSG project was drawn from different cultural background. Diversity of project team had the third greatest and significant effect on performance of the community empowerment projects

5.4 Recommendations of the Study

Based on regression beta coefficients and significance, the study makes the following recommendations:

i.   The project managers of the community empowerment projects in Mogadishu, Somalia should appreciate literacy when making decisions that affect the general performance of the projects in place

ii. The project managers of the community empowerment projects in Mogadishu, Somalia should strive to promote gender equality and equity while reducing some existing patriarchal believes in the community

iii. The finance managers of the community empowerment projects in Mogadishu, Somalia should have in place diverse sources of income to promote financial sustainability as they enhance community empowerment

iv. The project teams running all the community empowerment projects in Mogadishu, Somalia should be drawn from diverse background to enhance performance

5.5 Suggestions for Further Research

The study recommends further studies on:

i. Project implementation as the dependent variable aside from performance

ii. Other projects like water and sanitation aside from community empowerment projects

iii. Future studies should be conducted in other contexts like Kenya away from Somalia

REFERENCES

Abukhait, R. M., Bani-Melhem, S., & Zeffane, R. (2019). Empowerment, knowledge sharing and innovative behaviours: Exploring gender differences. *International Journal of Innovation Management*, *23*(01), 1950006.

Abutabenjeh, S., & Jaradat, R. (2018). Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. *Teaching Public Administration*, *36*(3), 237-258.

Adusei-Asante, K., Hancock, P., & Oliveira, M. (2015). Gender mainstreaming and women's roles in development projects: A research case study from Ghana. In *At the center: Feminism, social science and knowledge*. Emerald Group Publishing Limited. 20(4), 175-198

Aretoulis, G. N. (2018). Gender based perception of successful construction of project managers' attributes. *Social Sciences*, *7*(7), 112.

Arko, A. D., & Addison, K. (2009). The impact of functional literacy on socio-economic lives of beneficiaries: A case study of the Agona district of Ghana. *Edo Journal of Counselling*, *2*(2), 199-213.

Browne, J., Coffey, B., Cook, K., Meiklejohn, S., & Palermo, C. (2019). A guide to policy analysis as a research method. *Health promotion international*, *34*(5), 1032-1044.

Busienei, V. C. (2017). Income Generating Strategies And Financial Sustainability Of Non-Governmental Registered Organisations In Nairobi City County, Kenya.

Chu, H., & Ke, Q. (2017). Research methods: What's in the name?. *Library & Information Science Research*, *39*(4), 284-294.

Dziekoński, K., Ibrahim, O. H. M. F., Mahamadu, A. M., & Manu, P. (2018). Framework of performance measurement practices within construction companies in Egypt. *Engineering Management in Production and Services*, *10*(2).

Fadhul, S. M. (2017). *Relationship between multicultural teams and project performance: evidence from GCC* (Doctoral dissertation, Brunel University London).

Gachuhi, S. M. (2016). *An evaluation of socio-economic factors influencing the growth of small and medium enterprises in Kenya: A Case study of Nairobi County* (Doctoral dissertation, United States International University-Africa).

Gachuhi, S. M. (2016). *An evaluation of socio-economic factors influencing the growth of small and medium enterprises in Kenya: A Case study of Nairobi County* (Doctoral dissertation, United States International University-Africa).

Gaitho, E. W. (2016). Influence of socio-economic factors on performance of Youth Enterprise Development Fund projects in Yatta Constituency, Kenya. *Unpublished MBA Project*, University of Nairobi

Gaitho, E. W. (2016). *Influence Of Socio-Economic Factors On Performance Of Youth Entreprise Development Fund Projects In Yatta Constituency, Kenya* (Doctoral dissertation, University of Nairobi).

Ghanbari, A., Taghizadeh, H., & Iranzadeh, S. (2017). Project duration performance measurement by fuzzy approach under uncertainty. *European Journal of Pure and Applied Mathematics*, *10*(5), 1135-1147.

Ghauri, P., Grønhaug, K., & Strange, R. (2020). *Research methods in business studies*. Cambridge University Press.

Güver, S., & Motschnig, R. (2017). Effects of diversity in teams and workgroups: A qualitative systematic review. *International Journal of Business, Humanities and Technology*, *7*(2), 1-29.

Hartley, R., & Horne, J. (2006). *Social and economic benefits of improved adult literacy: Towards a better understanding*. National Centre for Vocational Education Research.

Hartono, B., Dzulfikar, L., & Damayanti, R. (2020). Impact of team diversity and conflict on project performance in Indonesian start-ups. *Journal of Industrial Engineering and Management*, *13*(1), 155-178.

Hawkins, I., Ratan, R., Blair, D., & Fordham, J. (2019). The effects of gender role stereotypes in digital learning games on motivation for STEM achievement. *Journal of science education and technology*, *28*(6), 628-637.

Henderson, L. S., & Stackman, R. W. (2010). An exploratory study of gender in project management: Interrelationships with role, location, technology, and project cost. *Project Management Journal*, *41*(5), 37-55.

Hussein, M. (2017). Socio-economic factors influencing community participation in the redevelopment planning of Nairobi: A Case of Muthurwa and Kaloleni Estates. *African Research Journal of Education and Social Sciences,* 4(3),

Ibrahim, M. W., Hanna, A., & Kievet, D. (2020). Quantitative comparison of project performance between project delivery systems. *Journal of Management in Engineering*, *36*(6), 04020082.

Jacob, A. A., Shagbaor, W. F., Agbanugo, I. A., & Chimela, N. S. (2019). Assessment of socio-economic factors affecting the utilization of manual screw press for gari production in Kwara state, Nigeria. *American Journal of Agricultural Research*, *4*.

Jamenya, L. (2018). Determinants of women participation in construction projects in Kenya: A case study of the Judicial Performance Improvement Project, Nairobi County. *Strategic Journal of Business & Change Management*, *5*(2), 525-552.

Jones, P. W. (2018). *International policies for Third World education: UNESCO, literacy and development*. Routledge.

Kevin, O. M. (2019). *Analysis of socio-economic factors affecting revenue collection in Kenya: a case of Siaya county* (Doctoral dissertation, Maseno University).

Khoza, T. M., Senyolo, G. M., Mmbengwa, V. M., Soundy, P., & Sinnett, D. (2019). Socio-economic factors influencing smallholder farmers' decision to participate in agro-processing industry in Gauteng province, South Africa. *Cogent Social Sciences*, *5*(1), 1664193.

Kisiangani, G. O. (2016). *Factors Influencing Women Participation In Project Implementation: The Case Of Gender Mainstreaming Project In Selected Government Ministries In Nairobi County, Kenya* (Doctoral dissertation, University of Nairobi).

Klieve, H., & Flückiger, B. (2015). Towards an evidence base: Exploring the impact of community-based literacy programs in remote Indigenous communities. *Australasian Journal of Early Childhood*, *40*(2), 89-98.

Liang, T. P., Liu, C. C., Lin, T. M., & Lin, B. (2007). Effect of team diversity on software project performance. *Industrial Management & Data Systems*.

Maina, C., & Gathenya, J. (2014). Influence of economic factors on performance of project management among petroleum marketing firms in Kenya. *International Journal of Academic Research in Business and Social Sciences*, *4*(6), 146.

Micheli, P., & Pavlov, A. (2020). What is performance measurement for? Multiple uses of performance information within organizations. *Public Administration*, *98*(1), 29-45.

Mihalčová, B., Pružinský, M., & Gontkovičová, B. (2015). The consequences of gender stereotypes in the work of managers. *Procedia economics and finance*, *23*, 1260-1265.

Moreka, D. K. (2019). *Factors Influencing Women's Participation In Community-based Entrepreneurship Projects In Nyamira County, Kenya* (Doctoral dissertation, UoN).

Morgan, L. A. (2016). Developing Civic Literacy and Efficacy: Insights Gleaned through the Implementation of Project Citizen. *ie: inquiry in education*, *8*(1), 3.

Musa, M. M., Bin Amirudin, R., Sofield, T., & Mus, M. A. (2015). Influence of external environmental factors on the success of public housing projects in developing countries. *Construction Economics and Building*, *15*(4), 30-44.

Mutegi, E. N. (2015). *Factors influencing performance of community driven Development projects. A case of Kenya agricultural Productivity project Meru county, Kenya* (Doctoral dissertation, University of Nairobi).

Nianjun, L. (2014). *Socio-economic factors influencing implementation of road construction projects by selected contractors in Nyeri south sub-county, Kenya* (Doctoral dissertation, University of Nairobi).

Nyambura, M. I. (2015). Socio-economic factors influencing the performance of women in small and micro enterprises in Nyeri Town, Kenya. *Unpublished MBA Project*, University of Nairobi

Obare, J. O., Kyalo, D. N., Mulwa, A. S., & Mbugua, J. (2016). Implementation process of project control systems and performance of rural roads construction project in Kenya: Role of project team experience diversity. *European Scientific Journal*, *12*(29), 408-422.

Ogot, Y. O. (2014). *An Investigation of Political, Economic and Environmental Risk Factors That Affect Successful Implementation of Public Private Partnership Projects In The Kenyan Road Sub-Sector* (Doctoral dissertation, United States International University-Africa).

Olusa, A. O. (2018). Socio-Economic Factors Influencing the Initiation of Water Projects in Nigeria: The Example of Sustainable Ibadan Project (SIP). *The Journal of Social Sciences Research*, *4*(7), 95-100.

Palamuleni, M. E. (2013). Socio-economic and demographic factors affecting contraceptive use in Malawi. *African journal of reproductive health*, *17*(3), 91-104.

Putri Anggini, C., & Siti Rodliyah, R. (2020, July). ESP Students' Digital Literacy Needs: The Teachers' Perspectives. In *2020 The 4th International Conference on Education and Multimedia Technology* (pp. 69-72).

Queiruga-Dios, M. Á., López-Iñesta, E., Diez-Ojeda, M., Sáiz-Manzanares, M. C., & Vazquez Dorrio, J. B. (2020). Citizen science for scientific literacy and the attainment of sustainable development goals in formal education. *Sustainability*, *12*(10), 4283.

Rodríguez, P., Montequín, V. R., Morán, H., & de Arriba, L. (2017). Gender influence in project management: analysis of a case study based on master students. *Procedia computer science*, *121*, 461-468.

Rono, P. K., & . Aboud, A. A. (2001). The impact of socio-economic factors on the performance of community projects in western Kenya. *Journal of Social Development in Africa.* 16(1),

Rose, H., McKinley, J., & Baffoe-Djan, J. B. (2019). *Data collection research methods in applied linguistics*. Bloomsbury Academic.

Safa, M. S. (2005). Socio-economic factors affecting the income of small-scale agroforestry farms in hill country areas in Yemen: A comparison of OLS and WLS determinants. *Small-scale Forest Economics, Management and Policy*, *4*(1), 117-134.

Sang, P., Liu, J., Zhang, L., Zheng, L., Yao, H., & Wang, Y. (2018). Effects of project manager competency on green construction performance: The Chinese context. *Sustainability*, *10*(10), 3406.

Sonson, S. J., Kulatunga, U., & Pathirage, C. (2017, September). Performance measurement and management in construction: a conceptual framework. In *13th IPGRC 2017 Full Conference Proceedings* (pp. 516-528). University of Salford.

Stokes, P. (2017). *Research methods*. Macmillan Education UK.

Sweatt, M. B. (2017). Effects of Societal Gender Roles on Male and Female Language Use and Communication.

Wang, C., Cardon, P. W., Liu, J., & Madni, G. R. (2020). Social and economic factors responsible for environmental performance: A global analysis. *Plos one*, *15*(8), e0237597.

Wu, G., Zhao, X., Zuo, J., & Zillante, G. (2019). Effects of team diversity on project performance in construction projects. *Engineering, Construction and Architectural Management*.

Yabbi, J. O. P. (2015). *Influence of Socio-Economic and Cultural Factors on Academic Performance of Hearing Impaired Pupils at St. Martin Primary School, Kakamega County, Kenya* (Doctoral dissertation).

Yasin, M. (2019). Analysis Of Regional Original Income Levels In Regional Financial Performance On Economic Growth In East Java Province. *Archives of Business Research (ABR)*, *7*(10).

Zhan, M. (2018). *Cultural Diversity In Project Teams: Unpacking How And When Cultural Diversity Affects Collective Performance* (Doctoral dissertation).

APPENDICES

Appendix I: Letter of Transmittal

UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
FACULTY OF BUSINESS AND MANAGEMENT SCIENCES

Telephone: 4184160-5 Ext 215
Telegrams: "Varsity" Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, KENYA

28 September 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER FOR RESEARCH
MOHAMED AHMED JAMA – REGISTRATION NO.L50/34279/2019
This is to confirm that the above named is a bona fide student in the Master of Project Planning and Management degree program in this University. He is conducting research on *"Influence of Social- Economic Factors on Performance Projects: A case of Strengthening Somali Governance Project in Mogadishu, Somalia."*

The purpose of this letter is to kindly request you to assist and facilitate the student with necessary data which forms an integral part of the research project. The information and data required is needed for academic purposes only and will be treated in **Strict-Confidence**.

Your assistance will be highly appreciated.

Thank you.

2 8 SEP 2021

Jane Muturi
For: MSc. Human Resource Management Co-Ordinator,
School of Business

WN/jkm

47

Appendix II: Questionnaire

SECTION A: General Information

1. What is your highest level of education?

      No formal education [ ]

      Certificate   [ ]

      Diploma   [ ]

      First Degree   [ ]

      Masters   [ ]

      Other………………………..

2. Kindly indicate the number of years you have worked with SSG Project

      Less than years   [ ]

      5-10 years   [ ]

      10-15 years   [ ]

      Over 15 years   [ ]

SECTION B: Literacy

3. To what extent do you agree with the following statements on Literacy, where: 1= Strongly Disagree (SD) 2=Disagree (D) 3= Neutral (N) 4= Agree (A) 5= Strongly Agree (SA)

	1	2	3	4	5
The community has access to information concerning governance institutions in place					
The community understands the need to work together for realization of the goals of SSG project					
The community has relevant knowledge in activities carried out by SSG project					
The community has a supportive attitude towards SSG project					
The community can interpret any information shared by the SSG project					

SECTION C: Gender Roles

4. To what extent do you agree with the following statements on Gender Roles Where: 1= Strongly Disagree (SD) 2=Disagree (D) 3= Neutral (N) 4= Agree (A) 5= Strongly Agree (SA)

	1	2	3	4	5
The existing patriarchal believes in the community has limited women participation in SSG project					
Gender stereotypes have affected women participation in SSG project					
SSG project has worked to promote gender equality in the community					
SSG project has promoted gender equity in the community					
Females play equal roles as their male counterparts when it comes to SSG project					

SECTION D: Income Levels

5. To what extent do you agree with the following statements on Income Levels where: 1= Strongly Disagree (SD) 2=Disagree (D) 3= Neutral (N) 4= Agree (A) 5= Strongly Agree (SA)

	1	2	3	4	5
Most of the beneficiaries of the SSG project have limited formal employment					
The community participates in mobilization of financial resources for carrying out SSG project					
The community takes part in fundraising interventions of SSG project					
There are other income generating activities to sustain SSG project					
The community contributes towards all the income generating activities of SSG project					

SECTION E: Diversity of Project Team

6. To what extent do you agree with the following statements on Diversity of Project Team where: 1= Strongly Disagree (SD) 2=Disagree (D) 3= Neutral (N) 4= Agree (A) 5= Strongly Agree (SA)

Statements	1	2	3	4	5
The SSG project staff are drawn from different ethnicities					
Foreign staff working on SSG project have limited knowledge of the local language					
Language barriers limits close interaction between foreign and local staff working on SSG project in Mogadishu					
The staff working on SSG project are drawn from different cultural background					

	1	2	3	4	5
Persons with Disabilities (PWDs) are equally represented among the staff working on SSG project					

SECTION F: Performance of community empowerment projects in Mogadishu, Somalia

7. To what extent do you agree with the following statements on performance of community empowerment projects in Mogadishu, Somalia, where: 1= Strongly Disagree (SD) 2=Disagree (D) 3= Neutral (N) 4= Agree (A) 5= Strongly Agree (SA)

	1	2	3	4	5
SSG project has supported more women into leadership positions					
SSG project has created awareness for beneficiaries to participate in voting processes					
SSG project has supported government institutions to provide quality services to people					

Appendix III: Research Permit

Ref: WWIITS/14361/09/2021   Date:16/09/2021

To whom it may concern,

Subject: Permission Letter of Research

Dear **Mohamed Ahmed Jama**

Following your application dated Wednesday 15th September 2021, regarding the authority to carry research on: ***INFLUENCE OF SOCIOECONOMIC FACTORS ON PERFORMANCE OF COMMUNITY EMPOWERMENT PROJECTS: A CASE OF STRENGTHENING SOMALI GOVERNANCE (SSG) PROJECT IN SOMALIA***.

The Ministry Of Education Culture And Higher Education is very pleased to inform that you are fully authorized to carry out all research in the location of Mogadishu from the date signed this letter you can go ahead to carry out all your topic research activation on ethical manner in the area mentioned above,

Your advised to report the above mentioned direction communication and direct education officers before your start the work after have done it. We really appreciate the good work that you have done during the course work.

Yours sincerely

Ahmed Hassan Y
Director General

E-mail: info@moe.gov.so Website: www.moe.gov.so