MANAGEMENT FACTORS INFLUENCING PERFORMANCE OF WOMEN COMMUNITY BASED ORGANIZATIONS FUNDED BY KENYA WOMEN FINANCE TRUST IN BORABU DISTRICT - KENYA

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI.

JULY
2010
DECLARATION

I declare that this research project is my original work and has not been submitted for a ward in any other examining body

Signed

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Date 19-09-2010

Reg No. L 50/71882 /09

This research project report has been submitted for further examination with my approval as the University supervisor.

Signed

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DEDICATION

This research project report is dedicated to my wife (Sarah) and children (Gregory and Felister) for their keen interest, continuous encouragement and moral support. They have been of great boost to my finishing of this research report. The research project report is also dedicated to all Kenyan Women Organizations which endeavor to uplift the lives of the lowly.
ACKNOWLEDGEMENT

My sincere thanks goes to Osenya and Mary Osindi University of Nairobi who introduced research methods to me and supervised my research project respectively. I would also like to thank Kenyoro secondary school administration for patiently allowing me to carry my further studies with University of Nairobi and at the same time working in school as a teacher.

Last but not least I would like also to thank Leah Nyambati who has been patiently typesetting and updating my final research project report from time to time up to date. There are other many people who contributed in one way or the other towards the completion of this research report. I wish them God’s richest blessings.
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<td>CBO</td>
<td>Community Based Organization</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>ASTD</td>
<td>American Society of Training and Development</td>
</tr>
<tr>
<td>NCWK</td>
<td>National Council of Women of Kenya</td>
</tr>
<tr>
<td>KWFT</td>
<td>Kenya Women Finance Trust</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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Operational Definitions of significant terms used in this study.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>Team management</td>
<td>Refers to co-coordinating the performance of individuals who work together to achieve a common goal.</td>
</tr>
<tr>
<td>Training outcome</td>
<td>Refers to measure that an organization and its trainers use to evaluate training programs.</td>
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<tr>
<td>Feedback</td>
<td>Information employees receive while they are performing concerning how well they are meeting objectives.</td>
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<tr>
<td>Goal setting</td>
<td>An organization (s) members’ process of developing short and long term career objectives.</td>
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<tr>
<td>Goal setting theory</td>
<td>A theory assuming that behaviour results from a person’s conscious goal and intention</td>
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<tr>
<td>Input</td>
<td>Deals with instructions that tell organization’s members what, how and When to perform; also the resources members are given to help them perform the roles</td>
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<tr>
<td>Knowledge</td>
<td>Deals with factors or procedures individuals or team / groups of members know how to do (human social knowledge) also an organization’s rules, processes tools and routines.</td>
</tr>
<tr>
<td>Performance appraisal</td>
<td>The process of measuring members’ performance.</td>
</tr>
<tr>
<td>Personal characteristics</td>
<td>A member’s knowledge, skill, ability, behaviour or attitude</td>
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ABSTRACT

Management factors have been identified as determinants of performance of women managed Community Based Organization. The CBO managers have therefore a heavy task of leading their respective groups towards achieving their goals. The moment the CBOs managers improve in their managerial skills the issue of performance will have less weight.

The study focused on the management factors that lead to performance among women managed CBOs in Borabu district. Financial management, leadership skills, record keeping and marketing were considered to ascertain reason behind the state of performance among the women CBOs in Borabu district.

The study's main independent variables were management factors (Financial management, marketing, leadership skills and record keeping) and dependable variable was performance. The women CBOs covered were from urban and rural areas in Borabu district.

Training being a common activity reflected in the running of many CBOs was considered in this study. Therefore the researcher sought to establish the extent to which training practices were adopted in women managed CBOs in Borabu district and further established the influence of training in achieving organizational set objectives.

Out of 120 CBOs in the district, 24 were chosen using simple random sampling. A sample of 12 committee members and 12 non-committee members was randomly selected using systematic sampling procedure Orodho (2003). Two questionnaires structured on a five point Likert scale and one interview schedule were used to collect data from each group.
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background Information

Today Community Based Organizations are operating in a competitive environment. Noe (2002) observes that organizations are experiencing great change due to new technologies, rapid development of knowledge, globalization of business and development of e-commerce. There are many changes being brought about through the new information, technologies and through the way organizations are responding to the need to achieve and maintain their competitive edges in increasingly global set up. Managers of Women managed Community Based Organizations need to empower their members, to share knowledge, identify problems and make decisions related to their organization’s activities. This allows women managed Community Based Organizations to continuously experiment and improve on their activities (Noe 2002).

Organizations have to live up with many challenges coming up given the changing economies and levels of inflation so as to reach the expected standards of performance. Many organizations are becoming more networked which is weakening the traditional management hierarchies and potentially opening up new capacity for continued training and adaptation. Such changes are normal in the changing world views, in other words environmental changes are inevitable and organizations just have to adapt using training programmes (Senge, 1991).

Some of the ways in which women managed Community Based Organizations have adapted to cope with the demanding rate of performance are workshops, Seminars, Counseling and Coaching. Yet many women Community Based Organizations in Borabu district have not considered the idea of improving their performance as important. It is for their reason that the study was carried out.

World community that are not going to move along with their women may not be able to complete favorably with others in issues of resource mobilization and utilization, creation of wealth and assets for improved livelihood. To paraphrase the words of Hobe and Tiramel. “All people need bread and love. But it is true that human dignity and love are possible where a person can agree that one gender is totally dependant on another for daily bread”. The
Complexity and volatile of today’s business cannot be addressed effectively by piecemeal analytical approaches like an individual’s previous experience without acquiring new skills and knowledge on management of Community Based Organizations. The women managed organizations that will truly succeed by achieving their objectives in the near future will be those that discover how to tap people’s experiences and capacity on financial management, marketing, leadership skills etc at all levels within a woman managed Community Based Organizations (Senge 1991). Like any other organizations, today’s women managed Community Based Organization activities call for team work, organization’s wide training and flexible traditions in order to address the difficulties once they arise or even before they come (Peddler et al 1991).

Training helps Community Based Organization’s managers and the rest of their members in the interpersonal skill and knowledge necessary to work together to create high quality services (Noe 2002). Women managed Community Based Organizations need to put up structures, which will help tap the arising knowledge and technology from individual’s learning so that organizations performance is enhanced. Such organizations survive even when the founders are no longer there (Torrington 2005). New technology causes changes in skill requirements and work roles often in redesigning work structures (Noe 2002).

Performance reflecting the achievement of the set objectives is important to any women managed Community Based Organization. Whether an organization’s members find their achievement of objective satisfying or frustrating is a strong concern for the managers of the organization (Chung and Lee 2007). Organization’s management should be concerned about the influence of management factors on achieving the organization’s objectives and performance. Operation of training in an organization has been found to contribute to the achievement of the set objectives (Rurel et al, Corner et al 1984).

A number of theories have been put forward to explain on how performance should be measured in an organization. Goal Setting Theory, as suggested by Noe, (2000) will be used to measure the performance among the women managed Community Based Organizations’ performance after training and funded by Kenya Women Finance Trust in Borabu district.
1.2 Statement of the Problem.

Studies done in Botswana on management of Community Based Organizations indicate that the manager's level of education determines the performance of a Community Based Organizations especially in rural areas (Swabana 2004). The few active women Community Based Organizations in Borabu district, though funded by Kenya Women Finance Trust have not made much progress despite the length of period they have worked in partnership with the company. This can be attributed to lack of adequate knowledge on financial management, marketing, record keeping and leadership skills among people in the committees running the Community Based Organizations. This study therefore sought to establish the management factors influencing performance of women Community Based Organizations funded by Women Finance Trust Ltd in Borabu district.

1.3 Purpose of the study

To explore topic if there are management and training needs and how they can be enhanced in women managed Community Based Organizations for improvement of their performance in Borabu district.

1.4 Study objectives

The specific objectives of the study were:-

1. To identify the influence of financial management on performance of women Community Based Organizations funded by Women Finance Trust in Borabu district.
2. To determine the influence of marketing on performance of women Community Based Organizations funded by Women Finance Trust in Borabu district.
3. To investigate the influence of leadership skills on performance of women Community Based Organizations funded by Women Finance Trust in Borabu district.
4. To examine the influence of record keeping on performance of women managed Community Based Organizations.

1.5 Research questions

1. What is the influence of financial management on performance of women Community Based Organizations funded by Women Finance Trust Ltd in Borabu district?

2. What is the influence of marketing on performance of women Community Based Organizations funded by Women Finance Trust Ltd in Borabu district?

3. What is the influence of leadership skills on performance of women Community Based Organizations funded by Women Finance Trust Ltd in Borabu district?

4. What is the influence in Book keeping in performance of women Community Based Organizations funded by Women Finance Trust in Borabu district?

1.6 Significance of the study

This study is hoped to be beneficial to the following category of groups:

The women groups may use the recommendations of this study to improve and identify management needs of women managing the Community Based Organizations and hence suggest solution to those needs. Therefore managers of the women managed Community Based Organizations will be enlightened on operation of training on management so that they can put up structures and strategies to enhance their operations.

Donors and government agencies will be able to realize the management problems facing the women managed Community Based Organizations and try to assist them to overcome the problems given Community Based Organizations contribution to the economy. These bodies will be enlightened on training practices so that they can make them part of their programmes.

The local NGOs funding the women managed Community Based Organizations will be able to assess the possibility of proper management of their Community Based Organizations before funding them.

Scholars will be enlightened more on the concept of management of women managed Community Based Organizations, what it entails and possibly find gaps for further study. The study will show the influence of operation of training on performance and then enlighten managers on how operations of training, financial management, marketing, leadership skills and book keeping affects performance.
1.7 Delimitation of the study
The area of research had the following advantages that made it suitable for research. There were women managed Community Based Organizations available for research the area is endowed with resources for Community Based Organizations to exploit. This enabled the research to be a success.

1.8 Limitation of the study
The study covered Community Based Organizations managed by women in Borabu district which formed part of the study. Due to the broad area, the study limited itself to Borabu district.

1.9 Assumptions to the study
The study assumed that:

1. There were women managed Community Based Organizations in Borabu district.
2. Both members and women managers of the Community Based Organizations in were trained on financial management.
3. Members and leaders had been trained on record keeping
4. The instruments designed and set by the researcher generated answers to the research questions

1.10 Summary
Proper management approaches have a significant role to play in the performance of women Community Based Organizations as they empower individuals with skills to manage their activities effectively. This leads to the achievement of the set goals and objectives of an organization.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 What is management?

The term management has different interpretations. The most traditional is that management comprises a set of duties, such as planning, organizing, leading and coordinating activities and it also can include the group of people involved in these activities. Management focuses on leadership skills, such as establishing the vision of the organization and its goals, communicating these and guiding others to accomplish them. It asserts that leadership must be facilitative, participative and empowering to ensure visions and goals are established and communicated (Hall 1991). Management also can be understood as the group of people responsible for making decisions in an organization, such as executives and managers. In a nonprofit organization management can be identified as members of the board, the executive director and programme directors while in a Community Based Organization management can be identified as members of the committee that is the chairman, secretary and the treasurer and other members in the committee.

2.1.1 Types of managers

There are three basic types of managers as put forward by Robert Chambers: Top managers are those able to interpret the policy of the organization; Middle managers are responsible for the implementation of policy; and First-line managers are those who conduct routine administration (Chambers R. 1997). The Community Based Organizations committee members under the first line conduct routine administration within a Community Based Organization.

2.1.2. Functions of the managers

According to Mulwa 1994 - Women managers are expected to carry the following functions within a Community Based Organization:

Planning. This includes identifying goals and objectives needed to carryout methods, responsibilities and dates for the completion of tasks. Planning is a process that involves decision – making on the organization (ends), the objectives (means), how they are conducted (policies) and on the results (outcomes). This is a major management process and involves defining the ends, means, conduct and results of every step of the plan. During the planning process the aims and objectives of an organization might have to be redefined to ensure they are successful. The manner in which the plans are conducted also is important. The standard planning process includes: The establishment of overall goals; establishment of smaller goals
or objectives associated with the main goals; design of strategies or methods to meet the goals and objectives.

**Organizing resources.** This ensures that minimum resources are spent to achieve the maximum effect of the goals. This is a critical function, because all the other functions cannot take place without at least some resources being in place. Resources are not only financial, but also include people and materials.

**Leading.** A leader sets direction for individuals, groups and the organization. A leader should be able to influence others and inspire them to achieve the goals of the organization. Leadership is an aspect of management. However, you might find some good managers who might not be able to inspire others, but who are good at helping the members of their team to meet deadlines and achieve results. Some leaders also might not be good managers. It is important to find a balance between these two aspects when managing and organization.

**Controlling and coordinating.** The manager needs to ensure that all the organizational systems, processes and structures are controlled so that goals and objectives can be met.

### 2.1.3 Management skills

Managers should consider the skills they have and if they need more skills, whether they are implementing the skills they have learnt and how they can improve their ability to manage even further. It is necessary to provide a brief overview of the skills that are useful for managers. If one takes management of the organization seriously, it is important to read newspapers and magazines, surf websites and look at books for new information on management. Each year hundreds of new publications are brought out to guide the managers to improve their skills and abilities.

### 2.1.4 Problem - solving and decision making

An important part of a manager’s job is to solve problems and make decisions. Most if not all issues can be resolved in this way. The basic steps are:

Define the problem- There is need to understand exactly what the problem is. If it seems complex, try to break down all the elements of the problem to get a clear definition of what it is and what the issues is that make up the problem.
Prioritize the problem – If there are several related problems, it is important to decide which one should be addressed first. List the problems to help one decide which problem solving is necessary.

Understand once role – The manager cannot solve all problems. Sometimes he/she needs to do only a small aspect of the work to solve the problem. A common mistake many managers make is to think that it is their job to get involved in all the steps involving a problem. It is to the manager to decide what can be done by others involved in the problem to help solve it.

Identify causes – Examine the potential causes of the problem. Start by describing the problem. Identify alternatives and select an approach Usually there is more than one way to solve a problem. A useful approach is to brainstorm the problem, allowing input from all parties. This will enable one to choose the most effective option to solve the problem. However, do not get frustrated if one cannot solve the problem first time. Complicate issues sometimes take many attempts by all parties to be resolved.

Plan the implementation – It is not enough simply to identify an approach to resolve the problem.

Monitor and verify – All plans, need to be monitored. This is particularly important if other people are involved in solving the problem. If one does not actively monitor the implementation of the plan to solve the problem, it might not get resolved. Once the problem has been resolved, there is need to verify with others to establish that they also think the problem has been resolved. Remember that for effective decision-making the objective should be clearly defined. The manager must ensure there is sufficient, information and then identify the feasible options. Once the options have been evaluated, a decision can be made.

Delegation - Delegation is the art of handing over responsibility and authority to other people—often subordinates – to complete a task and allowing them to figure out how best to accomplish that task. By delegating a task to a subordinate, you are giving them the opportunity to become more developed, fulfilled and productive people. For delegation of duties to be successful, consider the following: Delegate the whole task to the same, person: it gives him/her responsibility and increases motivation; select the right person: the task should be assigned to someone who has appropriate skills and capabilities; clearly specify the expected results: all the relevant information – who, what, how, where, why – should be given to the subordinate.

Delegation and responsibility – It is important to emphasize that when a manager delegates responsibility and authority to a person to perform certain tasks, she still has the responsibility
to ensure that the work is of the same standard that it would have been if the manager had been involved. Delegation responsibility and authority to another person does not remove accountability from the manager.

Task management - The first step in managing a task well is to define the activity clearly. If the task is done by the manager and the employees or volunteers, there can be a strong sense of ownership by all those involved. It is essential to identify the resources and people required to complete the activity. Drawing up a plan is important to ensure the task is achieved. The objectives, responsibilities and accountability lines should be established by agreement and delegation. This can take place only after the manager has considered the resources and the people and, has drawn up a plan to complete the activity. Each activity in a plan comprises a number of tasks. More useful information on drawing up effective plans can be found in the
Managing the group - To manage the group it is necessary to establish, agree on and communicate standards of performance and behaviour. The roles within the group should be identified, developed and agreed on by its members. It is important to develop team work, cooperation, morale and team spirit. The manager should motivate the group and establish a collective sense of purpose. It is the manager's responsibility to enable, facilitate and ensure effective internal and external group communications. And, if necessary, the manager needs to resolve group conflict, struggles or disagreements.

Managing the individual - First it is important, to understand that team members are individuals; they have different personalities, skills, strengths, aims, needs and fears. The manager must help and support different individuals in the team. She/he needs to identify, develop and use each individual's capabilities and strengths and then identify and agree on appropriate individual responsibilities, advancement and status. As a manager, your job will be made easier if you can balance the needs of the team, the individuals and the task.

Communication management - Effective communication is essential in any organization. Organizations that communicate tend to be more successful. Usually it is the job of managers to ensure successful communication. Like all other management functions it is important to think about communication in a deliberate and conscious way. The following guidelines will help you to ensure strong internal communication; Team needs, Individual needs and Task needs.

Time management - Time, needs to be managed to guarantee personal effectiveness at work. To manage your time better, you need to use a form of record – keeping that suits you best. It
might be a diary, electronic diary, notebook, a cell phone, etc. Categorize your tasks into; routine tasks, ongoing projects, planning and development; analyse your tasks, list them in order - important and urgent, either important or urgent (but not both), neither important nor urgent, your tasks, plan your time agenda and keep the process moving; time often seems to run out before the task is complete, so time management is important; and be disciplined and committed to self - improvement. The best managers also are the best time managers usually. There are many practical techniques that can help you to become a more effective
In Community Based Organizations time management is critical because, if is not managed properly, the community might lose faith in its organization. It can be difficult to ensure effective time management among volunteers. People need to understand the importance of effective time management. This might mean helping people to develop time management skills themselves.
The above management areas are among the many areas that the management of Community Based Organizations deals with. However, the research will deal with the financial management, leadership skills, record keeping, marketing and training as the areas of study in Borabu district.

2.1.5 Functions of Community Based Organizations manager
According to Mulwa et al (2000) the roles of Community Based Organizations managers includes the following areas:

Manage individual performance - They motivate organization members to improve performance feedback and monitor organizations’ activities.

Develop members - Managers explain work assignments and provide technical expertise.

Plan and allocate resources - Translate strategic plans into work assignments and establish targets dates for projects.

Manage group performance - Define areas of responsibility, meet with other managers to discuss effects of change in the work units on their groups, facilitate change and implement business strategies.

Monitor the business environment - Develop and maintain relationships and identify new opportunities / activities that the organizations can access.
Regardless of their level in the organization, all managers are expected to serve as spokesmen to their organizations’ management. They also play a role of creating the condition necessary to ensure team success. These include managing alignment, coordination, decision process, continuous learning and creativity as well as maintain trust.

To manage successfully in team environment, managers need to be trained in many areas including negotiation sensitivity coaching, conflict resolution and communication skills. A lack of people skills has been shown to be related to managers’ failure to advance in their carriers.

The organization managers are responsible for creating a context for company’s change, building member commitment and sense of ownership and achieving a balance between the organization current performance and innovation.

Managers either individually or in groups participate in the program before it is made available to the rest of the members in the Community Based Organization.

2.1.6 Developing managers with Dysfunctional Behavior.

Hall (1991) puts it that dysfunctional managers need to be developed in various ways including the following areas: - Interpersonal skills – Some managerial behaviour can cause an otherwise competent manager to be inefficient manager. This behaviour include insensitivity to others, inability to be a team player, arrogance, poor management skills, inability to meet business objectives and inability to change or adopt during a transition.

A skilled manager who is interpersonally abrasive, aggressive and an autocratic leader may find it difficult to motivate subordinates, may alienate internal and external customers and may have trouble getting her ideas by her superiors.

Such managers are in jeopardy of losing their positions and have little chance of future advancement because of their dysfunctional behaviour. Typically, a combination of assessment, training, and counseling are used to help women managers of the CBOs change their dysfunctional behaviour.

Such managers give a group / CBOs little chance of future advancement because of the dysfunctional behaviour. Typically, a combination of training on management skills and discipline, are used to help women managed CBOs change their dysfunctional behavior.
2.2 Marketing

According to Ansoff (2001) a business attempts to grow depending on whether it markets new or existing products in new or existing markets. This is done through market penetration, market development, Product development and diversification.

Market penetration - This is the name given to a growth strategy where the business focuses on selling existing products in existing markets.

Market penetration seeks to achieve four main objectives:

- Maintain or increase the market share of current products – this can be achieved by a combination of competitive pricing strategies, advertising, sales promotion and perhaps more resources dedicated to personal selling.
- Secure dominance of growth markets
- Restructure a mature market by driving out competitors; this would require a much more aggressive promotional campaign, supported by a pricing strategy designed to make the market unattractive for competitors.
- Increase usage by existing customers – for example by introducing loyalty schemes. A market penetration strategy is very much about “business as usual”. The business is focusing on markets and production it knows well. It is likely to have good information on competitors and on customer needs. It is unlikely, therefore, that this strategy will require much investment in new market research.

Market development - This is the name given to a growth strategy where the business seeks to sell its existing products into new markets. There are many possible ways of approaching this strategy, including:

- New geographical markets; for example exporting the product to a new country
- New product dimensions or packaging
- New distribution channels
- Different pricing policies to attract different customers or create new market segments.

Product development - This is the name given to a growth strategy where a business aims to introduce new products into existing markets. This strategy may require the development of new competencies and requires the business to develop modified products which can appeal to existing markets.
Diversification - This is the name given to the growth strategy where a business markets new products in new markets. This is an inherently more risk strategy because the business is moving into markets in which it has little or no experience. For a business to adopt a diversification strategy, therefore, it must have a clear idea about what it expects to gain from the strategy and an honest assessment of the risks on (See Ansoff product/market matrix).

**Ansoff product / market matrix**

<table>
<thead>
<tr>
<th>Market</th>
<th>Product</th>
<th>Present</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Market Penetration</td>
<td>Product Development</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>Market Development</td>
<td>Diversification</td>
<td></td>
</tr>
</tbody>
</table>

The above marketing strategies are among the approaches the women managed Community Based Organizations in Borabu district need to use in marketing their business products or services.

**2.3 The concept of training in the Community Based Organizations**

Noe (2002) defines training as planned effort by an organization or company to facilitate stakeholders learning of job related competencies. These competencies include knowledge, skills or behaviours that are critical for successful job performance. The goal of training is for the organization members to master the knowledge, skills and behaviors emphasized in training programs and to apply them to their day – to – day activities. Zielinski (2000) defines training as that which purposely constructs structures and strategies so as to enhance and maximize organizational learning.

A number of models have been given by scholars on how management should be measured in the Community Based Organization (Women managed included) and goal setting theory to measure the performance of women managed CBOs funded by KWFT in Borabu district.
London 1994 puts it clear when he states that management embodies new capabilities beyond traditional organizations. It is a new vision of organization which aspires to be capable of managing its activities. In a world of interdependence and change, training organization learn from experience rather than being bound by their past experience; openness, systematic thinking creating essence of efficiency and empathy (Senge 1991).

Goldstern, 1991 states that management enables quicker and more effective responses to complex and dynamic environment and only those organizations which are able to adapt to the environment will excel. Environmental changes are inevitable and organizations just have to learn to adapt. According to Zielenski (2000), effective managers not only perform the basic management functions (planning, organizing leading and controlling) but also help retain members in the organization. Managers should also be good communicators, help organization members develop and work and collaborate with members. Managers are responsible for identifying any serious problems in the organization.

Quality Emphasis on training can help organization meet the quality challenges by teaching members statistical process control and other quality related skills that they can use to build quality into a service or product. As a result of the emphasis on quality organization managers need to train members in the interpersonal skills necessary to work together to create high quality products or services.

Changing Demographics and Diversity of the work force in the organizations face several challenges as a result of increased diversity in the workforce, skill deficiencies and changes where work is performed. Because of diversity it is unlikely that all members of an organization will hold similar work values.

Training plays a key role in ensuring that members within an organization accept and work more effectively with each other particularly with minorities and women. To successfully manage a diverse workforce, CBO managers and other members must be trained in a new set of skills including, financial management, marketing record keeping and leadership. (Day 1993)
Organizations that do not manage diversities, will find that members’ talents are underutilized and their personal and professional needs are not being met. As a result they will become dissatisfied and leave resulting in a poorly performing less competitive organization.

It is for the above reason that women managed CBOs in Borabu district need to adapt the new management skills arising so as to solve any problems from arising matters.

2.3.1 Training and performance
Understanding the need to perform better is important for training. Trainees need to understand what specifically they need to learn in the training program. Factors that influence organization members’ performance include person analysis, output, input consequences and feedback.

Person analysis involves identifying if current performance or expected performance indicates need for training. The need for training may result from the pressure points such as performance problems, changes in the job and use of new technology.

Readiness for training refers to whether employees have the personal characteristics, ability, attitudes, benefits and motivation necessary to learn program content and apply it on the job. It also refers to the work environment that will facilitate learning and not interfere with performance. A major pressure point for training is poor or substandard performance, poor performance is indicated by, low performance ratings.

Another need for training is if the job changes such as the level of performance needs to be improved for one to be able to complete the new tasks.

2.4 Community Based Organizations (CBOs)
A Community Based Organization (CBO) is an organization that provides social services at the local level. It is a non-profit organization whose activities are based primarily on volunteer efforts. This means that CBOs depend heavily on voluntary contributions for labour, material and financial support. An organization is made up of a group of people who come together to accomplish a common goal or a set of goals. The size of an organization can vary from two people to thousands of people. Organizations can range from profit-driven companies, to non-profit organizations (Mulwa and Mala 2000).
Nonprofit organizations make an even more important contribution to society through their demonstration of, and thus encouragement for, collective action. They play a central role in the regeneration of social capital. Nonprofit organizations also sustain and shape a democratic political system. They are the “elementary schools of democracy”. Professor Mark Lyons outlines the characteristics of a CBO as; they are non-profit, relies on voluntary contributions, acts at the local level, and are service-oriented. The concept of CBOs is not new in Kenya and in Africa in general. In 1963 when Kenya became independent, the founding father Mzee Jomo Kenyatta called on people to join together and go back to the farms. The purpose was working together to increase agricultural productivity and boost the Gross National Product (GNP). In African traditional societies, it was not unusual for one to “call for help from his clan members and other relatives in paying for fines and in finding goods to exchange for a wife” (Mbiti 1976:106). For an African, getting together was seen as making work easier and more achievable. This implies that, the success of an individual was seen as the success of the community. This interdependent spirit is summarized by John S Mbiti (1976:113), when he says; “I am because we are, and since we are therefore I am”. The need to get together stems from the fact that human beings by their very nature are social beings. But why would people want to come together in such a busy world today?

According to Mulwa and Mala (2000:9-11), there are four reasons why people come together. Firstly, because of proximity; people from the same locality will tend to be in groups. Secondly, people come to groups because of what they gain from it. Thirdly, people come to groups because of sharing the same profession. And lastly, people come to group because they share the same ideals. A CBO is an “organizational entity made up of people whose membership is defined by a specific common bond and who voluntarily come together to work for a common goal” (Mulwa and Mala, 2000:4). Ideally, a CBO is initiated, managed and owned by the members themselves in a defined community. It is hoped that those who come together to form the CBO will be able to enjoy the benefits of pulling their resources together and maximize their outcomes for the betterment of the individuals and the whole community.

Community Based Organizations as vehicles for community development took root in Kenya in the 1960s. For example, in Borabu District, people mobilized themselves in groups and formed CBOs commonly known as merry go rounds. As a result of these CBOs many small
scale projects have been completed and since then, CBOs have a place in community development in this area.

The use of CBOs in community development is very important as it reduces the biases in rural development. These are spatial bias where development is concentrated in places that are reachable; project bias where projects are started for prestige purposes; person bias where prominent people dominate and have their ideas imposed on the rest; dry season bias where rural community are only visited during the dry seasons because the vehicles can reach there; diplomatic bias where development workers are ashamed to expose poverty that face the people; professional bias where development workers only want to discuss issues that are in their line — as outlined by Robert Chambers (1983:13-23).

Community Based Organizations will be able to address these biases because they will operate within the context of the community, and at the same time they “are people’s organizations and will attempt to articulate the members’ needs” (Mulwa and Mala, 2000:6). To be able to address the above biases members of CBOs need to be able to understand the biases’ effects on development. In a UNESCO survey in 1982, it was found out that 64% of Kenya’s non-literate population is women (Chitere and Mutiso, 1991:91). According to the Kenya Human Rights Commission (KHRC), female literacy was 65% versus 84% among men in 1998. This calls for an exploration into the relationship between women’s participation in CBO’s development activities and their educational attainment. As well as making CBOs more effective in development, bringing women to participate in CBOs is very important as it will make CBOs attractive to Aid agencies, who now as part of their conditionality ‘require participation by the people at appropriate levels so that benefits can reach maximum number of persons’ (Vaneynde, 1992).

2.5 State of Women in Kenya

Throughout Kenya's history, women have been subjected to consistent rights abuses while shouldering an overwhelming amount of responsibilities. A prominent example of this relates to agriculture, which creates over 80 percent of Kenya's jobs and 60 percent of income. Currently, women in Kenya do the vast majority of agricultural work and produce/market the majority of food. Yet they earn only a fraction of the income generated and own a nominal
percentage of assets. Only 29 percent of those earning a formal wage throughout the country are women, leaving a huge percentage of women to work in the informal sector without any government support. The effect is severe—nearly 40 percent of households are run solely by women and, because of a lack of fair income, nearly all these homes suffer from poverty or extreme poverty.

Women continue to be educated at an inferior rate to their male counterparts thus increasing their reliance upon men. They are also limited from owning, acquiring, and controlling property throughout Kenya, regardless of social class, religion, or ethnic group. If women attempt to assert property rights over men or in-laws, they are often ostracized by their families and communities. This practice of disinheritance seems to be on the rise, particularly in areas hit hard by poverty.

Other grave women's rights abuses continue to be practiced throughout the country. Examples include wife inheritance; widows "inherited" by male relatives of the deceased husband; and ritual cleansing, the requirement of sex with a man of low social standing to "cleanse" a widow of her dead husband's "evil spirits." These cultural practices maintain low self-esteem for women while completely ignoring the threat of HIV.

One out of every eight adults in rural Kenya and almost one out of every five adults in urban areas are infected with HIV. The infection rate in girls and young women is exponentially higher than in their male counterparts. Since women are predominantly infected by their husbands, they are essentially left to die when their land, home, and assets are taken from them by their husband's family. The cultural norms described here affect the majority of women in Kenya yet the government consistently fails to provide resources for the empowerment of women.

The above cited state of women in the Kenyan society is the main reason for this study to be carried out in Borabu district.


The women self – help movement in Kenya is manifested in the large number of women groups which carry out self – improvement activities. This study seeks to show how far training has improved performance in the creation of self reliant groups capable of shouldering
the self improved activities. On the whole women’s self help movement declined considerably
during the 1960s.
The reasons for the decline included; poor management of women leaders, members and
officials of women groups.
Therefore the National Council of Women of Kenya (NCWK) was formed in 1964 with an aim
of co-ordinating and strengthening the women movement, but did not appear to be in a position
to assist the groups.
Whereas earlier groups concentrated largely on welfare and home improvement activities from
the late 1970s, a lot of emphasis was placed on economically oriented or income generating
activities. They contributed to the welfare of their group’s activities. They used the income to
pay school fees for their children and for meeting medical and other expenses. They also
obtained food, corrugated iron sheets for roofing houses, utensils etc. from their groups.
The women groups provided non formal education to their members and this was an alternative
to adult literacy classes, which were often poorly attended owing to their not being related to
specific needs of women. The groups served as channels through which new ideas in family
planning, agriculture and so on could be passed to their members.

Finally, the movement had to identify their needs and resources, plan and implement activities,
and learn skills necessary in group discussion and keeping of records. A number of women are
already emerging from the groups to assume leadership of positions in development oriented
committees of many Community Based Organizations in the country. The current women’s
self – help movement in Kenya is a continuation of the community development movement of
the colonial period. It is also part and parcel of the overall Harambee self- help movement of
the post independent period. The creation in 1975 and government support of the movement
through giving of grants has especially since the late 1970s led to rapid growth of the
movements in terms of number of women group which undertake economical welfare aimed at
improving their life conditions (Chitere1994).

2.7 Women and Community Based Organizations
According to United Nations reports “women are half the world’s population, yet they do two
thirds of the world’s work, earn one-tenth of the world’s income, and own less than one-
hundredth of the world’s property” (UN 1985). In Kenya and especially Borabu district,
women's position does not differ from the above situation. It is not uncommon to find women supporting very large families although the majority of them are still very poor. Therefore CBOs which are usually formed with the aim of improving the living conditions of the poor cannot be effective unless women participate in their projects' formulation and implementation, as contributors as well as beneficiaries. This can be possible through training.

In this area women are the main providers of basic services such as housing, education for their children, clothing and food. This is clearly seen because most of the homes are headed by single mothers and widows. Although women do all these, their role remains largely unrecognized. Together with this, they are faced with many constraints in trying to participate in development activities such as CBOs' initiated development projects which are largely dominated by their male counterparts.

But if there is going to be equitable distribution of CBOs' development benefits, there is need to remove these constraints. These are socio-cultural barriers, religious beliefs, leadership, education level, as well as reproductive roles in their families. Being the principle laborers in many societies, women should also have a share in decision-making, implementing, sharing benefits and in evaluation. This is what Bergdall (1993:2) calls, "active participation". This is because women's participation would help bring about equity in resource distribution. This would mean that they actively take part in decision making and take responsibility for those decisions. They have a high sense of self-esteem and regard themselves as the best resource. If women in this case can be enabled to acquire authentic participation, then they could be able to become masters of their own destiny.

The principles of management have been learnt and established over time and can be applied to all organizations, though there might be some circumstances that are specific to certain organizations. For example, the circumstances relating to management of a CBO might be quite different to those relating to management of a profit driven company. A key aspect that should be considered is the goal of the organization. The goal can be explicit (recognized) or implicit (unrecognized). When a manager is clear about the organization's goal, all management strategies, techniques and processes can work together to achieve that goal (Chitere et al 1991).
According to (Rao & Kelleher 2002), our collective future depends upon achieving a transformation of our institutions, our technology, our values, and our behaviour consistent with our ecological and social realities. This transformation must address three basic needs of our global society: justice, sustainability, and inclusiveness. Transformation is not grasping an eternal set of information, knowledge, or skills, but changing into one’s self, informed by the new knowledge and skills. Development should be understood as a liberating process aimed at justice, self-reliance and economic growth. It is essentially a people’s participation, in which the poor and the oppressed are and should be the active agents and the immediate beneficiaries.

This means that we are called to find ways of imparting management skills to the marginalized, so that they can best utilize the opportunities at their disposal. We need also to unwrap the problem created by ideological fetters to domesticate women and frustrate their free participation in community activities as well as the larger society.

“Women participation and training is vital in ensuring value for money in community services. Services designed and delivered without community input risk wasting public money because they will be unused or underused if they are not what people need. Local people must have the opportunities to identify their needs and contribute to finding solutions, rather than feel powerless in the face of public authorities that deliver services on their behalf’’. This study is out to determine the management training needs of women managed CBOs and then suggest ways to provide for them to enhance effective management of the CBOs given the important role they play in improving the economic status of women in the local areas.

2.8 Factors Hindering Women Participation in CBOs

Education Level: The education system in Kenya has not favored women. The way it was established has a lot to say about the current discriminative practices in the system. At first women or girls were educated on how to take care of their families, as for example in home science courses and they were always socialized to be of secondary importance to men. Men were educated for jobs away from home and were mainly seen as the breadwinners of the family. This kind of system then played a key role in eliminating women from the economic activities of the society (even though they played a dominant role in subsistence economies) and created a structure where women were made to be solely responsible for reproductive roles. In most cases institutions, with their rules for achieving social or economic ends, specify
how resources are allocated. Tasks, responsibilities and value are assigned as well as determining who gets what, who does what, and who decides. Therefore men having a better hand in education dominate most of the social institutions and women in most cases become passive recipients of male chauvinism.

In Kenya, although women form more than half the population, the majority of women are still illiterate. Education and training should equip learners with skills that enable them to live and positively contribute towards the development of their society and environment. It is therefore expected that members of the women managed CBOs will have the necessary educational standard and skills to be able to contribute meaningfully to the life of the CBO. However CBOs’ women members are disadvantaged in that the environment is not conducive to women’s education.

Experience of leadership – According to Zerbe et al (2001), considering the problem of leadership in Africa in general is that it does not put people first. Most leaders are concerned more with their own personal gains rather than how they can help the group to attain its goals and objectives. Leadership can inhibit a free flow of ideas and restrict the number of options that might be available. The kind of leadership seen in CBOs is that which is limiting, as it does not give women a chance to participate in CBO development. Sometimes there is deliberate effort to frustrate women’s participation by setting the meeting times to be at night while the leaders know very well that in those areas, not many women would want to attend night meetings due to insecurity.

2.9 Importance of women’s participation in CBOs

For sustainable development to be attained, women who are the majority of the Kenyan population and the ones who mainly support the rural population need to be empowered for active participation in CBOs’ development. Working definition of sustainable development is that given by the World Commission on Environment and Development (WCED) that is “development that meets the needs of present generations without compromising the possibilities of future generations to meet their needs” (WCED 1987). The concept of sustainable development can not be complete without the involvement of women. The view here is in agreement with (Brunkerholf 1991), that “women at all levels of responsibility have
always been involved in activities for the improvement of the quality of life of their families
and communities” (1982:3).

According to Nyerere, “development is for people, by people and of people” (1988:30). Most
often communities involve themselves in various developmental programs without involving
the women, and most often such programs do not succeed. In agreement with this statement
(Brunekerhof 1991) wrote, Development strategies, which attempt to improve the economic
conditions of the whole community and to restructure the socio-economic relations between
classes, have had very little effect on changing women’s status. If they do succeed in
integrating them into communities, they are locked into stereotypical and limited household
roles. Project development by and for women is one of the ways of building self-confidence,
improving skills, and fulfilling needs through collective action (1982:7). There is also need to
empower women for leadership as this would give them the courage needed for participating in
CBOs. This means that to effect a change in any community, the beneficiary’s interests must
be taken into account and this will be achieved through a bottom up process and not a top
down approach. Therefore involvement of women in CBOs’ training activities is one way of
achieving this task. It is also necessary that women participate in CBOs’ development activities
because as (Bergdall, 2000) says, “the essence of participation is exercising voice and choice
and developing the human, organizational and management capacity to solve problems as they
arise in order to sustain the improvements” (Bergdall, 2000), quoted in Cornwall 2002, p.6).

2.10 Team Management and Performance

Team management involves co-ordinating the performance of individuals who work together
to achieve a common goal. Team performance involves three components of knowledge,
attitudes and behaviour. Behavioural requirement means that, team members must perform
actions that allow them to communicate, co-ordinate, adopt and complete complex tasks to
accomplish their objectives. The knowledge component requires team managers to have mental
models or memory structures that allow them to function effectively in new situations.

Team morale, cohesion and identity are related to team performance. Successful performance
depends on co-ordination of individual activities to make decisions, team performance and
readiness to deal with potentially dangerous situations. Community Based Organization
managers need to develop procedures to identify and resolve errors, co-ordinate information
gathering and reinforce each other.
2.11 CONCEPTUAL FRAMEWORK

Independent Variables

Management Factors

- Financial management
  - Teamwork
  - Motivating work environment
  - Business records

- Marketing
  - Marketing technique
  - Workshops
  - Seminars

- Record keeping (Book keeping)
  - Business records
  - Teamwork
  - Seminars

- Leadership skills
  - Workshops
  - Teamwork
  - Seminars

Dependent Variables

- Performance
  - Goal alignment
  - Motivation
  - Development
  - Delegation
  - Interpersonal relationships
  - Decision making
  - Confidence

Training

Key

→ Greater influence

← Less influence
2.12 THEORETICAL FRAMEWORK

2.12.1 Goal Setting Theory and Performance in Management of CBOs

According to Cleveland and Murphy (1992) Goal Setting Theory assumes that behaviour results from a person’s conscious goals and intentions. Goals influence behaviour by directing energy and attention, sustaining efforts over time, and motivating the person to develop strategies for goal attainment. Specific challenging goals result in better performance only if people are committed to the goal. Members of the organization are likely to be committed to an activity if they believe it is worthy while.

Goal setting theory also is used in management program design. The theory suggests that management can be facilitated by providing members of the organization with specific challenging goals and objectives. Understanding the need to perform is important to managers of the women managers CBOs as they need to understand what specifically they are expected to train in the management program. In training program, to ensure that trainees master management content at the appropriate level of proficiency that is expected of them, for example, for tasks, level of proficiency relates to how well they are to perform a task. The standard or level of performance is part of management objectives. Poor performance can occur because managers do not know at what level they are expected to perform what they may not be aware of quality standards related to the task they are performing.

Members may have the knowledge, skills and attitudes necessary to perform, but fail to perform because they are not aware of the performance standards. Lack of awareness of the performance standards is a management problem. Motivation is the trainees desire to learn the content of training programs. This is related to knowledge gained behaviour change or skill acquisition resulting from training (Fudge and Schlacter 1999). Besides considering person characteristics, input, output, consequences and feedback in determining if training is the best solution to a performance problem. Managers should also consider these factors prior to sending members to a training program.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.0 Introduction
This chapter contains the research design, target population, sampling design and procedure, data collection instruments and procedure, pilot study, data analysis and presentation.

3.1 Research Design
This study utilized a descriptive survey design. According to Orodho (2003), a descriptive survey design is suitable where the study seeks to describe and portray characteristics of an event, situation, and a group of people, community, or a population as they exist. It enables the researcher to profile the sample or population by gathering accurate information.

3.2 Target Population
The population of the study consisted of all women CBOS funded by KWFT in Borabu district as listed in the office record of the ministry of Gender Children and Development (DCDO). There are 120 women managed CBOS of a list of those selected for study is presented in appendix.(1)

3.3 Sampling Procedure and Sample Size
According to Mugenda and Mugenda (2003) 10% to 20% of the total accessible population can be enough for any study. With this view in mind, the researcher selected 20% of the accessible population. This translated to 24 women managed CBOS. This was the required sample size in this research. (Refer list of tables- table 2). Stratified sampling procedure was used according to the division. Each division in he target population formed a stratum . From each stratum a member of CBOS were selected and then combined to form the overall sample to determine how many CBOS to be taken from each category of population. Proportionate allocation was then used and since there were wide narration in the members of the CBOS who were then randomly picked. The details of the sample selected are presented in the table two below.

26
### Table 2: Table of sampling

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of CBOS</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esise</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Nyansiongo</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Mekenene</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

3.4 Data Collection Instruments

The researcher used questionnaires and interviews schedule to collect data. This was done in line with Mugenda & Mugenda (2003) who suggests questionnaire and interviews to be suitable instruments of data collection. Therefore structured questionnaire and interview schedules were be used to collect information from the respondents.

The researcher dropped the questionnaires and picked them at a later date. This method was appropriate for this study because it enabled the respondents to dedicate enough time convenient to themselves to fill the questionnaire. The questionnaire was divided into three sections; The chairperson or a committee member responded to the questions in section one and two since they better placed to have biographical and management knowledge of their respective CBOs. She then chose one non committee member to respond on questions in section three.

The sample consisted 48 respondents 24 of whom were committee members while the other 24 were non committee members. The questionnaires were 96 in total. The interview scheduled was used to obtain in depth and factual information from the members.

The interview schedule was used to obtain in- depth and factual information from the members.
### 3.6 OPERATIONAL DEFINITION OF VALUABLES; OPERATIONALIZATION TABLE

<table>
<thead>
<tr>
<th>Research questions (objectives)</th>
<th>variables</th>
<th>Indicators</th>
<th>Measurement</th>
<th>Scale</th>
<th>Method of research</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What is the influence of financial management on the performance of women C B Os funded by KWFT ltd in BORABU district?</td>
<td>Independent: financial management Dependent: performance of women C B Os</td>
<td>Teamwork, Motivating work environment, Business records, literacy level</td>
<td>Number of respondents</td>
<td>Ratio</td>
<td>survey</td>
<td>questionnaire</td>
</tr>
<tr>
<td>2 What is influence of marketing on performance of women C B Os funded by KWFT ltd in BORABU district?</td>
<td>Independent: Marketing Dependent: performance of C B Os</td>
<td>Marketing techniques, workshops, seminars.</td>
<td>Number of respondents</td>
<td>Ratio</td>
<td>survey</td>
<td>questionnaire</td>
</tr>
<tr>
<td>3 What is influence of leadership skills on performance of women C B Os funded by KWFT ltd in BORABU district?</td>
<td>Independent: Leadership skills Dependent: performance of women C B Os</td>
<td>Workshops, seminars, Teamwork interpersonal skills</td>
<td>Number of respondents</td>
<td>Ratio</td>
<td>survey</td>
<td>questionnaire</td>
</tr>
<tr>
<td>What is influence of record keeping in performance of women C B Os funded by KWFT ltd in BORABU district?</td>
<td>Independent: Record keeping Dependent: performances of the C B Os</td>
<td>Business records, Teamwork, Seminars, literacy level of achievement</td>
<td>Number of respondents</td>
<td>Ratio</td>
<td>survey</td>
<td>questionnaire</td>
</tr>
</tbody>
</table>
3.5 Validity and Reliability

According to Borg and Gall (1997), reliability is the level of internal consistency or stability of the measuring device overtime. A measuring instrument is reliable if it provides consistent results. Validity is a subject concerning what can be measured.

An instrument is validated by proving that its items are representative of skills and characteristics that it is purported to measure.

The researcher pilot tested the instrument on non sampled population in three women managed CBOs funded by KWFT in Masaba district. Gay (1983), states that validity of research instrument is determined by expert judgment. Therefore, the researcher relied more on the supervisor and other lecturers on the validity of the research instruments.

3.6 Data Analysis

Data was first tabulated and put into various categories. The study further involved computation of frequency distribution, percentages and cross tabulations of the responses. Descriptive statistics was used to analyze all crossed ended questions using mean, frequencies and percentages. Qualitative data was analyzed and reported in narrative form. A Likert scale of a five- point continuum of values of 5, 4, 3, 2, 1 was assigned to items and their responses were expressed in their relative weights and their direction determined by their response.
CHAPTER FOUR

4.0 DATA ANALYSIS AND FINDINGS

4.1 Introduction

The purpose of this research project was to establish the influence of performance of Women Community Based Organizations among the women managed CBOs in Borabu district. This chapter analyses the pertinent data. The findings are presented in tables, pie charts, bar charts and frequencies, percentages, mean and standard deviations have been used to summarize the data. A Likert scale of a five-point continuum of 5 values statistics was used to taste the strength of the relationships between management factors and performance among the CBOs.

4.2 Response Rates

The response consisted of women CBOs' committee members and non-committee members. 48 questionnaires were distributed to 24 organizations. Each CBO was supplied with two questionnaires i.e. one for the chairlady or a committee member and the second was filled by a non-committee member. Out of the forty eighty CBOs targeted, forty four responded. The researcher took four questionnaires to other four new groups to replace the non-responding groups. Therefore, the response rate was considered reasonable for data analysis.

4.3 Period of membership in the organization

The respondents were asked to indicate how long they have stayed since registration of their CBO. The results are presented in table two.

<table>
<thead>
<tr>
<th>Range</th>
<th>Committee member</th>
<th>non committee members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>1—5</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>6—10</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>11—15</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>16—20</td>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>21 and above</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Table two presents 16-20 yrs as the highest length of period in membership of the committee members. In the side of non committee members, 33% was realized in both ranges of 11-15 years & 21 and above. This was a clear indication that both the committee members and non committee members were well versed with the information they gave as concern their organizations.

4.4 Formal Education of the Respondent

The researcher sought to establish the respondents' level of formal education. The results are presented in table 3.

**Table 3 Level of formal Education**

<table>
<thead>
<tr>
<th>Level</th>
<th>committee members</th>
<th>non committee members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>frequency</td>
<td>percentages</td>
</tr>
<tr>
<td>primary</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>o'level</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>A'level</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Graduate</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>masters</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

On the committee members column it was evident from the table that 42% of the respondents were ‘O’ level, followed by 38% primary level then 8% A level and Diploma and lastly 4% of the respondents were graduates respectively. There were no masters among the committee members. Whereas on the non-committee members side 50% were ‘O’ levels, 38% primary and 12% ‘A’ level. There were no Diploma graduates and masters.

From Table 3 It was evident that most of the members in many CBOs have basic literacy.
4.5 Age of the respondents

The age difference among the chairpersons and non-committee members were investigated in the study. The responses were recorded as per the table below

Table 5. Age of the respondents

<table>
<thead>
<tr>
<th>AGE</th>
<th>COMMITTEE member</th>
<th>NON COMMITTEE member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>21—30</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>31-40</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>41-50</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>51-60</td>
<td>7</td>
<td>29</td>
</tr>
<tr>
<td>61 and above</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

From the table, it was realized that most of the committee members and non-committee members lied in the ages between 41-50 with percentages of 42 and 38 respectively. There were very few members at the age of 61 and above since most of them are the aged who do not have much social and family responsibility that can require money.

4.6 Training in the organization

The researcher sought to establish the trainings that the CBOs members had attended. The findings are presented in table 6.

Table 6 Trainings attended by the group members

<table>
<thead>
<tr>
<th>Training</th>
<th>committee member</th>
<th>Non committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>percentage</td>
</tr>
<tr>
<td>financial management</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>record keeping</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>leadership skills</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>marketing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>non of the above</td>
<td>16</td>
<td>68</td>
</tr>
</tbody>
</table>

| Total               | 24       | 100        | 24       | 100        |
From the table, it is clear that only the committee members had attended some few courses such as record keeping to only 16% whereby the rest had not attended any training at all. This is an indication that a good number of the CBO members were not conversant with the necessary skills in financial management, record keeping, leadership skills and marketing.

4.7 Number of members in various CBOs

The researcher also investigated the number of members in the organization. The findings are presented in table 7.

Table 7 Number of members in the CBOs

<table>
<thead>
<tr>
<th>Rank</th>
<th>No of members</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-15</td>
<td>14</td>
<td>58</td>
</tr>
<tr>
<td>2</td>
<td>16-30</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>31-45</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>46-60</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

Majorities (58%) of the CBO have 1–15 members and the least (5%) were 46 to 60 members. The reason could be that most of the members quit the groups after a short duration due to inability to update their financial contributions and disagreement on issues related to financial management and leadership. The few who remains in the CBOs are mainly the committee members and those with constant income.
### Table 8. Members responses on management factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>Frequency</th>
<th>Percentages</th>
<th>Total R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>A. Leadership Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information on management matters are distributed to all members in the committee</td>
<td>18</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>All members in the committee are involved in management activities</td>
<td>8</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>Team management is encouraged in your group. Individual members are encouraged to train privately on management issues.</td>
<td>5</td>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>The chance for the group chairperson to delegate duties to other members in the committee.</td>
<td>5</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Interaction between committee members and non-committee members</td>
<td>4</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>B. Financial management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The chance of our chairperson to delegate duties to other committee members.</td>
<td>6</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>The profit I/we make from selling our produce/service</td>
<td>3</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>C. Record keeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts records and reporting systems are prepared and made clear to every member in the organization</td>
<td>7</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Business documents such as ledgers, balance sheets are prepared and made clear to all members in the organization</td>
<td>27</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>D. Marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The size of market for our products/services</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Support from the group committee in marketing the member’s services/products.</td>
<td>6</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>E. Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All members in the committee can access training facilities offered on management</td>
<td>8</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Self development is encouraged among the committee members during the following functions: Coaching, workshops, seminars, meetings, counseling, apprenticeships.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34
On leadership skills the researcher realized that most of the women committee leaders had not undergone training on leadership skills. From the table, 69% do not have information on management matters while 54% are not team players whereas involvement in the management activities is only 35%. Elections are done on the basis of literacy and mutual relationships. This implies that a leader can be chosen through an acclamation even though she does not know how to enhance cohesion among CBO members. Concerning bookkeeping, the financial records kept by the CBOS committees were not adequate and clear. However most of the CBOS had few records based on the merry-go-round activities and the period the funds were returned shows the respondents rate of reactions.

The researcher realized that marketing of services and products was not considered necessary among many CBOs despite the urge to look for money from financial institutions for investments. The researcher studied the trends of training among many CBOs. It was further realized that most of the CBOS have not made an effort to access training facilities on various areas, management factors in study included. They had not either encouraged private training among the members in the organization. 78% of the members cannot access training facilities while 11% had.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 INTRODUCTION.

This chapter contains the summary of the findings, conclusions and recommendations of the study. The aim of the study was to establish the management factors influencing performance among women Community Based Organizations in Borabu-district. The respondent rate was good at 62.5%.

5.2 Summary of the Findings

From the literature review five management namely leaderships skills, financial management, record keeping, marketing and training. From the research it was clear that information’s on organizations in matter are not distributed to all members of the organization. It was also deduced that all committee members can access organization training to a moderate external both of which scored 48%. But accounting, budgeting and reporting systems are rarely prepared and made clear to all members in the CBO as indicated by a score of 36%

The 5 points Likert scale had indicated that training is the most difficult activity practiced in many Community Based Organizations since it is encouraged to a small extent of 11% and 21% as shown by responses. It was noted that most of the women Community Based Organizations have not embraced the element of training on financial management, leadership skills, marketing, record keeping in their organization. This could be due to the fact that their Community Based Organization rely on donations from donors for training and not taking it serious as an investment.

The empirically proved positive relationship between training and performance in an organization is in line with early researchers such as Cleve land and Murphy (1992), Roscow and Zazer (1988) who found the same in their researches. Their findings have implications for women community Based Organization and their managers. It means that they should embrace the practices of training as they increase members’ knowledge, satisfaction and confidence. Members performance is a critical element on an organization success since it’s presence means is that an organization is able to attract and retain qualified, able and productive members who will contribute to its growth and development.

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The research findings on the influencing factors on performance of CBOS pave serious challenges faced by the women managers CBOs in Borabu District. The challenges include lack of proper knowledge on managing the CBOS at the committee level. The areas that are most affected are the availability of adequate knowledge on leadership skills, record keeping and training. The CBOS manager assumes to know and understand the skills on the above areas. They do not consider training as necessary. The researcher further realized that some CBOs though referred as women groups have men as members in the executive committees. This is because of their expertise in handling issues related to financial management and leadership skills.

5.3 Conclusions

From the findings this chapter four and discussions in chapter 5, it can be concluded that the majority of the women Community Based Organizations have not embraced the practices on training to a moderate extend and this has in turn led to low performance. It can also be concluded that training in a Community Based Organization is very important. However the majority of there Community Based Organization rely on free training offered by the donors through NGOs some which are not relevant and only offered to Community Based Organizations which prove to be effective. Performance is a product of the practices of training.

This research thoroughly investigated the management factors influencing the performance of women on Community Based Organization funded by KWFT. The research clearly identified, record keeping, leadership and training as the serious factors affecting the performance of the women CBOS. The research highlighted training as the major determinants of performance among the rest of the indicated factors. Though financial institutions are offering loan facilities, the women CBOS do not concentrate on the proper management of the funds so as to maximize the profits. They concentrate on the rules and regulations of the financing processes to the organizations and how to return the money.
5.4. Recommendations

The following are the recommendations for the research study carried out in Borabu district: The financing institutions should consider training the committee and the rest of the members on financial management, record keeping, and leadership skills and before finding the members. All organizations should embrace the practices of training as the findings of the study established timely training has significant positive effect on members’ performance.

All organization which whether for profit or not profit, competition driven or not need the practices of training if they are to satisfy their stakeholders needs.

As suggestions for further studies, there is need for similar studies to be carried in different women managed Community Based Organization to find whether the funding of the study can replicated. Also studies could be done.
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## SOME OF THE WOMEN GROUPS IN BORABU DISTRICT

<table>
<thead>
<tr>
<th>Serial</th>
<th>NAME OF THE GROUP</th>
<th>DIVISION</th>
<th>NO. OF MEMBERS</th>
<th>PROJECT/ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Daraja widows group</td>
<td>Esise</td>
<td>33</td>
<td>Poultry and horticulture</td>
</tr>
<tr>
<td>2</td>
<td>Ensakia Adventist Widows group widows</td>
<td>Borabu</td>
<td>36</td>
<td>Horticulture and cattle farming</td>
</tr>
<tr>
<td>3</td>
<td>Riang’ombe women group</td>
<td>Esise</td>
<td>20</td>
<td>Daily farming and horticulture</td>
</tr>
<tr>
<td>4</td>
<td>Nyakoigwana women group</td>
<td>Esise</td>
<td>22</td>
<td>Daily farming and horticulture and contributions</td>
</tr>
<tr>
<td>5</td>
<td>Esise widows and orphans</td>
<td>Esise</td>
<td>30</td>
<td>Sheep rearing and farming</td>
</tr>
<tr>
<td>6</td>
<td>Manga women group</td>
<td>Esise</td>
<td>20</td>
<td>Farming and monthly contributions</td>
</tr>
<tr>
<td>7</td>
<td>Riroma women group</td>
<td>Borabu</td>
<td>30</td>
<td>Loans, horticulture and poultry</td>
</tr>
<tr>
<td>8</td>
<td>Boraee network women group</td>
<td>Borabu</td>
<td>24</td>
<td>Timber yard, loaning and contributions</td>
</tr>
<tr>
<td>9</td>
<td>Bosango women group</td>
<td>Esise</td>
<td>21</td>
<td>Poultry keeping, bee keeping</td>
</tr>
<tr>
<td>10</td>
<td>Nyaitunga women group</td>
<td>Esise</td>
<td>29</td>
<td>Poultry keeping and merry go round</td>
</tr>
<tr>
<td>11</td>
<td>Isege cbd women group</td>
<td>Borabu</td>
<td>37</td>
<td>Horticultural and HIV /Aids campaign</td>
</tr>
<tr>
<td>12</td>
<td>Nyagwechanda widows women group</td>
<td>Borabu</td>
<td>32</td>
<td>Farming, poultry and goat rearing</td>
</tr>
<tr>
<td>13</td>
<td>Bioha women group</td>
<td>Esise</td>
<td>22</td>
<td>Poultry contributions and horticulture</td>
</tr>
<tr>
<td>14</td>
<td>Nyamangi women group</td>
<td>Borabu</td>
<td>15</td>
<td>Dairy farming and horticultural farming</td>
</tr>
<tr>
<td>15</td>
<td>Ekiage women group</td>
<td>Borabu</td>
<td>25</td>
<td>Poultry keeping and sheep rearing</td>
</tr>
<tr>
<td>16</td>
<td>Anne women group</td>
<td>Borabu</td>
<td>15</td>
<td>Agriculture poultry farming and contributions</td>
</tr>
<tr>
<td>17</td>
<td>Nyakwongo rik women group</td>
<td>Borabu</td>
<td>20</td>
<td>Cattle and poultry rearing</td>
</tr>
<tr>
<td>18</td>
<td>Nyaituga widows women group</td>
<td>Borabu</td>
<td>16</td>
<td>Horticultural farming</td>
</tr>
<tr>
<td>19</td>
<td>Obwanchani women group</td>
<td>Borabu</td>
<td>30</td>
<td>General farming(horticultural)</td>
</tr>
<tr>
<td>20</td>
<td>Omonyenya women group</td>
<td>Borabu</td>
<td>15</td>
<td>Cattle keeping and poultry rearing</td>
</tr>
<tr>
<td>No.</td>
<td>Group Name</td>
<td>Location</td>
<td>Age</td>
<td>Occupation</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------</td>
<td>----------</td>
<td>-----</td>
<td>-------------------------------------------</td>
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<tr>
<td>21</td>
<td>Isoge centre women group</td>
<td>Borabu</td>
<td>23</td>
<td>Horticultural farming</td>
</tr>
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<td>Nyakoigwana women group</td>
<td>Borabu</td>
<td>15</td>
<td>Cattle rearing</td>
</tr>
<tr>
<td>23</td>
<td>Machariwa women group</td>
<td>Borabu</td>
<td>30</td>
<td>Dress making, knitting and poultry keeping</td>
</tr>
<tr>
<td>24</td>
<td>Mogusii chabumba women group</td>
<td>Borabu</td>
<td>22</td>
<td>Generating tea nursery income, cereal trade</td>
</tr>
<tr>
<td>25</td>
<td>Riamokogoti women group</td>
<td>Borabu</td>
<td>25</td>
<td>General farming, diary farming and contributions</td>
</tr>
<tr>
<td>26</td>
<td>Nyasaiga women group</td>
<td>Esise</td>
<td>20</td>
<td>General farming, goat rearing and contributions</td>
</tr>
<tr>
<td>27</td>
<td>Samora women group</td>
<td>Borabu</td>
<td>36</td>
<td>Diary farming and horticultural farming</td>
</tr>
<tr>
<td>28</td>
<td>Eng’enang’eni women group</td>
<td>Borabu</td>
<td>25</td>
<td>Monthly contributions, poultry keeping, Napier grass</td>
</tr>
<tr>
<td>29</td>
<td>Riamanoti women group</td>
<td>Borabu</td>
<td>36</td>
<td>Buying and selling of cereals, tea nursery and horticultural farming</td>
</tr>
<tr>
<td>30</td>
<td>Baharini women group</td>
<td>Borabu</td>
<td>22</td>
<td>Horticultural farming sheep keeping and contributions</td>
</tr>
<tr>
<td>31</td>
<td>Egwasi women group</td>
<td>Borabu</td>
<td>20</td>
<td>Sheep buying and selling, horticultural farming</td>
</tr>
<tr>
<td>32</td>
<td>Bahati women group</td>
<td>Borabu</td>
<td>23</td>
<td>Dairy farming, poultry keeping and contributions</td>
</tr>
<tr>
<td>33</td>
<td>Moonlight women group</td>
<td>Esise</td>
<td>28</td>
<td>General farming, buying and selling, contributions</td>
</tr>
<tr>
<td>34</td>
<td>Nyakweranerera women group</td>
<td>Borabu</td>
<td>20</td>
<td>Bee keeping, poultry keeping and horticultural farming</td>
</tr>
<tr>
<td>35</td>
<td>Nyagwesagara women group</td>
<td>Borabu</td>
<td>26</td>
<td>Merry go round, weekly contributions</td>
</tr>
<tr>
<td>36</td>
<td>Riontonyi women group</td>
<td>Borabu</td>
<td>37</td>
<td>Horticultural farming and bricks making</td>
</tr>
<tr>
<td>37</td>
<td>Obuya women group</td>
<td>Esise</td>
<td>15</td>
<td>Poultry keeping, horticultural farming</td>
</tr>
<tr>
<td>38</td>
<td>Cheplat women group</td>
<td>Borabu</td>
<td>20</td>
<td>Contributions, selling of milk cloths and cereals</td>
</tr>
<tr>
<td>39</td>
<td>Jijwemwe women group</td>
<td>Borabu</td>
<td>21</td>
<td>Poultry keeping, merry go round</td>
</tr>
<tr>
<td>40</td>
<td>Mominchori imi women group</td>
<td>Esise</td>
<td>20</td>
<td>Water tank and merry go round</td>
</tr>
<tr>
<td>41</td>
<td>Nyabomo women group</td>
<td>Borabu</td>
<td>19</td>
<td>Daily farming and poultry keeping</td>
</tr>
<tr>
<td>42</td>
<td>Upendo women group</td>
<td>Esise</td>
<td>20</td>
<td>Poultry keeping and daily cattle</td>
</tr>
<tr>
<td>43</td>
<td>Nuru women group</td>
<td>Borabu</td>
<td>16</td>
<td>Saloon, timberyard, brick making, selling and buying</td>
</tr>
<tr>
<td>No.</td>
<td>Group Name</td>
<td>Location</td>
<td>Members</td>
<td>Activities</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>----------</td>
<td>---------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>44</td>
<td>Nyankono women group</td>
<td>Kiangeni</td>
<td>25</td>
<td>Brick making, horticulture farming</td>
</tr>
<tr>
<td>45</td>
<td>Eke women group</td>
<td>Kiangeni</td>
<td>25</td>
<td>Bee keeping and horticulture farming</td>
</tr>
<tr>
<td>46</td>
<td>Gosemeria women group</td>
<td>Esise</td>
<td>18</td>
<td>Horticulture farming and poultry keeping</td>
</tr>
<tr>
<td>47</td>
<td>Okwerigeria women group</td>
<td>Borabu</td>
<td>15</td>
<td>Horticulture and poultry keeping</td>
</tr>
<tr>
<td>48</td>
<td>Bosio women group</td>
<td>Kiangeni</td>
<td>22</td>
<td>Horticulture and poultry</td>
</tr>
<tr>
<td>49</td>
<td>Keginga women group</td>
<td>Borabu</td>
<td>47</td>
<td>Water tank merry go round horticulture</td>
</tr>
<tr>
<td>50</td>
<td>Oboraro women group</td>
<td>Esise</td>
<td>24</td>
<td>Poultry keeping horticulture</td>
</tr>
<tr>
<td>51</td>
<td>Chepilat adult women group</td>
<td>Borabu</td>
<td>17</td>
<td>Horticulture and buying of cereals</td>
</tr>
<tr>
<td>52</td>
<td>Vision women group</td>
<td>Borabu</td>
<td>10</td>
<td>Dairy farming, horticulture and bee keeping</td>
</tr>
<tr>
<td>53</td>
<td>Geta women group</td>
<td>Esise</td>
<td>30</td>
<td>Tree nursery and horticulture</td>
</tr>
<tr>
<td>54</td>
<td>Zaidia women group</td>
<td>Esise</td>
<td>27</td>
<td>Merry go round, poultry keeping and business</td>
</tr>
<tr>
<td>55</td>
<td>Nyagwesagara women group</td>
<td>Borabu</td>
<td>26</td>
<td>Horticulture, merry go round</td>
</tr>
<tr>
<td>56</td>
<td>Omogoko wodow support</td>
<td>Borabu</td>
<td>25</td>
<td>Merry go round, poultry keeping and horticulture</td>
</tr>
<tr>
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<td>Horticultural farming</td>
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</tbody>
</table>
Mr. Ishmael Nyatwongi  
University of Nairobi  
P. O. Box 2461  
KISII

Dear Sir,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Management factors influencing performance of women community based organizations funded by Kenya Women Finance Trust in Borabu District, Kenya" I am pleased to inform you that you have been authorized to undertake research in Borabu District for a period ending 31st December 2010.

You are advised to report to the District Commissioner and the District Education Officer Borabu District before embarking on the research project.

On completion of the research, you are expected to submit two copies of the research report/thesis to our office.

P. N. NYAKUNDI  
FOR: SECRETARY/CEO

Copy to:  
The District Commissioner  
Borabu District

The District Education Officer  
Borabu District
Dear Respondent,

RE: REQUEST FOR INFORMATION ON THE MANAGEMENT FACTORS INFLUENCING PERFORMANCE IN WOMEN CBOs FUNDED BY KWFT IN BORABU DISTRICT

I am a student at the University of Nairobi, school of education and external studies. I'm pursuing a post graduate degree in masters in project planning and management (MPPM) module. As per the requirement of the degree, I am supposed to undertake a management research project. I have chosen women Managed Community Based Organizations (CBOs) in Borabu district and therefore your group has been chosen to be part of this research. I wish to get information on the above. Please answer the questions provided as truthfully as possible and kindly as soon as possible.

The questionnaire has sections one, two and three. Kindly the chairperson or an administrator should respond to questions on section two and then she will choose a member (not in the committee) to respond to questions in section (3). Section one is for both respondents. The information collected is solely for the purpose of this research and therefore your name and that of the organization are not necessary.

Please co-operate in this matter.

Yours faithfully,

Nyatwongi Ishmael
Appendix 2: QUESTIONS FOR COMMITTEE MEMBERS

Please answer this questionnaire as truthfully as possible. I promise that all information collected will be treated with utmost confidentiality is only for purpose of this study.

SECTION ONE

PART A

1. What is your gender?
   Male  □  Female  □

2. What is your position in this organization?
   Committee member □  Non-committee member □

3. How long have you been a member in this organization?
   0-10 yrs □  10 - 20 yrs □  20 -30 yrs □  30 yrs and above □

4. What is your level of education (put tick)
   KCPE/ CPE □  Graduate □
   'O' level □  Masters □
   'A' Level □  Diploma □

5. What is your marital status?  Married □  Not married □

6. Age?  20 -30 yrs □  30- 40yrs □  40 – 50yrs □  50yrs and above □

7. How long has the organization been in existence (tick against it)
   3 yrs and below □  4 – 6 yrs □  7 – 9yrs □
   10 – 12 yrs □  13 – 15yrs □  16 – 18yrs □
   □  49 □
How many members are in your organization (put tick against the correct group)

1 - 15 yrs □  15 - 20 yrs □  20 - 25 yrs □

30 - 40 yrs □  40 - 50 yrs □  50 and above □

Which trainings have attended among the following (Tick one)

Financial management □  Leadership skills □
Record keeping □  Marketing □

PART B

What are the main activities of your organization intended to do initially when it was formed

What made you form a group?

What are your future expectations?

Have you attended any in-service course since your school education?

What has your organization accomplished to date since its formation.

PART C

Use the key below to respond to the following statement of organization (put a tick against the correct response in the space provided)

To a less extent (1) To a moderate extent (2), Not at all (3), To a great extent (4)
To a very great extent (5)
All members in the committee are

involved in management activities. 1 2 3 4 5
Information on management matters are distributed to all members in the committee.
All members in the committee can access training facilities offered on management. 1 2 3 4 5
Accounts records and reporting systems are prepared and made clear to every member in the organization 1 2 3 4 5
Team management is encouraged in your group 1 2 3 4 5
Individual members are encouraged to train privately on management issues 1 2 3 4 5
Business documents such as ledgers, balance sheets are prepared and made clear to all members in the organization 1 2 3 4 5

Self development is encouraged among the committee members during the following functions:
Coaching 1 2 3 4 5
Workshops 1 2 3 4 5
Seminars 1 2 3 4 5
Meetings 1 2 3 4 5
Counseling 1 2 3 4 5
Apprenticeships 1 2 3 4 5
Others 1 2 3 4 5
Group members are incorporated in decision making by the committee 1 2 3 4 5
On my present role this is how I feel about my experience 1 2 3 4 5

Being able to explain issues
in the group
in the group from time to time.
The competence of our committee in making clear
decisions on matters arising in the group
Being able to finish activities started
The chance for the group chairperson to delegate
duties to other members in the committee
SECTION THREE: TO BE ANSWERED BY NON-COMMITTEE MEMBER

Please answer this questionnaire as truthfully as possible. I promise that all information collected will be treated with utmost confidentiality is only for purpose of this study.

PART A

1. What is your gender?
   
   Male □   Female □

2. What is your position in this organization?
   
   Committee member □   Non-committee member □

3. How long have you been a member in this organization?
   0-10 yrs □  10 - 20 yrs □  20 -30 yrs □  30 yrs and above □

4. What is your level of education (put tick)
   
   KCPE/CPE □   Graduate □
   ‘O’ level □   Masters □
   ‘A’ Level □   Diploma □

5. What is your marital status?
   Married □   Not married □

6. Age?  20 -30 yrs □  30- 40yrs □  40 - 50yrs □  50yrs and above □

7. How long has the organization been in existence (tick against it)
   3 years and below □  4 - 6 yrs □  7 - 9yrs □
8. How many members are in your organization (put tick against the correct group)
   - 10 - 12 yrs
   - 13 - 15 yrs
   - 16 - 18 yrs
   - 19 - 21 yrs
   - 22 yrs and above

14. Which trainings have you attended among the following (Tick one)
   - Financial management
   - Record keeping
   - Leadership skills
   - Marketing

PART B

15. What are the main activities of your organization intended to do initially when it was formed

16. What made you form a group?

17. What are your future expectations?

18. Have you attended any in-service course since your school education?

19. What has your organization accomplished to date since its formation?
### PART C

Use the key below to respond to questions on the different aspects of your perceptions about your organization.

To a less extent(1), To a moderate extent(2), Not at all(3), To a great extent(4), To a very great extent(5)

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<td>Interaction between committee members and non-committee members</td>
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<td>Difficulty in following organizational goals</td>
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<td>Support from the group committee in marketing the members' services/products</td>
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<td>Encouragement from the management on group activities</td>
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<td>The way our chairperson handles matters of the organization</td>
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<td>The competence of our committee in managing the group's fund</td>
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<td>The chance of our chairperson to delegate duties to other committee members</td>
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<tr>
<td>The profit I/we make from selling our produce/service</td>
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<tr>
<td>The size of market for our products/services</td>
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