REASSESSING CAPACITY BUILDING REFORM IN PERFORMANCE OF WORLD BANK FINANCED AGRICULTURAL PROJECTS IN TRANS-NZOIA COUNTY, KENYA

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Abstract

The purpose of this study was to re-assess the import of capacity building reform in the performance of agricultural projects funded by the World Bank in Trans-Nzoia County. The researcher adopted descriptive survey design using the principles of mixed-mode research. Target population of the study was 800 farmers and 15 officials; the sample size was 268 respondents determined using simplified Yamane formula. Quantitative data was collected using a structured questionnaire with 12 Likert-type statements while qualitative data was collected using key informant interviews and focus groups. The study is grounded on pragmatism philosophy that complements epistemological, methodological and axiological underpinnings desired in mixed methods research. Qualitative data was analyzed descriptively using central tendency while inferential data was analyzed by regression and correlation with the aid of the Statistical Package for Social Scientists (SPSS), version 20.0. From the research findings, using t-statistic it was established there existed a significant relationship between capacity building reform and performance of agricultural projects by r =0.199, (p-value< 0.05), R2 = 0.139, meaning capacity building was responsible for 13.9% variation in performance of agricultural projects. These results have unique contribution to the theory of project management, supports transformative learning theory in capacity enhancement and provides documented analysis on the utilization of capacity building models in projects. In terms of policy, considering that the government of Kenya is working to develop systems and structures to ensure projects operate within the value for money confines, this study provides empirical evidence to support policy formulation on capacity building. The findings will contribute immensely to the growth of project management discipline by providing empirical data critical in bridging the gap between the desired and the actual capacity needs. The study therefore provides documentary evidence to support the re-engineering of capacity building approaches in modern projects and programs.

Keywords: Project Management, Capacity Building Reform, Skills Development and Performance of Agricultural Projects

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Introduction

Globally, it is evident development projects continue to post poor results, a sad phenomenon that has become a distinctive feature in contemporary projects. While practitioners opine that the continuous re-invigoration and re-engineering of capacity building need to be at the core of project programming (Greven, (2020), there is perhaps insufficient evidence to back this assertion. Whereas modern management places capacity enhancement at the core of project implementation, the import of capacity approaches in projects is not scientifically proven particularly in contemporary projects. Examples around the globe is unequivocal that the performance of projects has remained dismal. In the UK, for instance, 23% of all projects overshot their budgets, 20% were completed behind schedule while 7% under-delivered in scope. This sad phenomenon replicates itself in USA where the average cost overrun is 17%, time overrun is 15% and schedule overrun is 16% (World Bank, 2019).

Practitioners subscribe to view that project performance need to span simplistic dimensions and focus on critical factors including fiduciary management (Massoli and Polverari, 2019). This trajectory has forced executors to focus on idealized rather than operationalized project drivers. Myriad approaches for capacity enhancement alongside the routine project tracking, planning and periodic review are key ingredients of performance. Training approaches such as experiential learning, peer-to-

peer exposures and demonstration sites are among the most pragmatic approaches in use today. Practitioners opine that the meticulous capacity building approaches in use need interrogation. The role of skills development in modern programs cannot be underscored. There exists significant empirical evidence linking capacity building to performance.

Robust approaches such as peer-to-peer and experiential learning, problem-based learning and alumni groups are widely applied. These models are lauded for the impartation of knowledge. Though not well articulated, they remain dominant and support the execution of projects (Price, 2019). Globally, capacity building as a practice continues to evolve with innovative models being designed to disseminate knowledge products. Capacity building is a powerful tool in skills development hence emancipation of individuals from poverty. Skills impacted to communities through these approaches are expected to result in networking, inclusivity, collaboration and in overcoming individual inadequacies.

Measuring the contribution of capacity development is therefore critical in the World Bank financed reforms. These reforms are widely adopted in the field of agriculture where a series of them are being piloted. These reforms are currently deployed under Kenya Agricultural Productivity and Agribusiness Project (KAPAP) and Kenya Agricultural Sustainable Land Management Project (KASLMP).

The two projects are implemented countrywide, have an elaborate network and are implemented in context of reforms that arose out of the Structural Adjustment Programs (SAPs) designed to modernize agriculture and to boost the productive capacity. KAPAP focuses on increasing farm capacities and low incomes by promoting agribusiness and technology adoption in agronomy while KASLMP focuses on commodity value chains in resource management.

In order to bridge the gap between the massive investment in agricultural projects by funding agencies on one hand and the ever increasing poor project performance on the other, there was need to establish the interface between popular capacity building interventions and the performance of these projects through research so as to generate empirical evidence on the extent of these interplay. Trans-Nzoia County was used as de-facto environment for this study since it presented a unique and perfect contextual gap for making inferences. The two projects are implemented concurrently in the County hence this provided an opportunity for making comparisons and a perfect scenario for deploying mixed mode research approach that was desired for a study of this magnitude. This study sought to reassess and examine the exact contribution of various capacity building approaches as adopted in projects so as to build a new narrative

by addressing the following hypothesis:

H_0: There is no significant relationship between capacity building reform approaches and the performance of agricultural projects funded by the World Bank in Trans-Nzoia County.

Statement of the Problem

A review of results from thousands of World Bank funded projects indicated that poor and questionable performance were a common occurrence in 47% of funded projects despite the adoption of myriad reforms (World Bank, 2019). Some of these failures are attributed to ineffective approaches utilized and skewed capacity enhancement models (Williams, 2018). The World Bank pioneered capacity building as a remedy to poor performance, however the exact contribution of these approaches to projects is not quantified empirically. Authors such as Price, (2019), Greven, (2020) and Massoli and Polverari, (2019), examined the import of capacity building practices in development and demonstrated substantial linkages, however these studies were not tied to specific projects. This study therefore differs from previous works in terms of scope and methodology. The author utilized descriptive survey design, grounded the study on pragmatism and adopted the principles of mixed-mode research to interrogate the parameters associated with capacity building.

Literature Review

Capacity building has been cited as a central pillar to the development of many low-income countries including interventions (OECD, 2017). Available empirical evidence suggests that achieving better outcomes in project development require increased investment in financial as well as capacity resources. Efficient resource use and adequate capacity development have been cited as key ingredients for successful projects. Enhanced capacity plays a critical role in the sustainability of economic outcomes and in reducing reliance on external assistance. Farmer organizations and communities are increasingly relying on various capacity building models to enhance performance and productivity. It is documented that improving the local capacity impacts overall growth of project initiatives (World Bank, 2019).

A study conducted by Miller, (2015) on scaling out impacts using cross-sectional descriptive survey design with a sample size of 195 respondents revealed that farmers needed advice on animal husbandry, breed selection and pest control in order to catapult their productivity. The study was categorical that farming communities could be assisted to improve on quality of production through capacity enhancement. The researcher empirically demonstrated that investment in various capacity enhancement approaches impacted farm incomes and that the various capacity building strategies focusing on knowledge management such as seminars, workshops, visits, farmer field schools, farm shows and exhibitions were crucial in raising standards of quality in service delivery. The study found that strategic investment in skills development is critical to the overall productivity and improves project performance.

A research study on role of capacity building in promoting agribusiness initiatives in Ugunja district of Siaya County in Kenya, Adhiambo, Onyango and Hayombe, (2016) itemized the activities influential on capacity enhancement and incomes using random sampling targeting 550 farmers from 6 locations. The research adopted finite universe as the sampling design. Data in this study, was collected using both quantitative and qualitative methods through structured questionnaires, interviews and focus group discussions. A conceptual framework was developed to guide relationships of variables under study. Data was analyzed using correlation of coefficient and t-test. The researchers concluded that capacity building was significant in promoting progressive agribusiness and that the various capacity building approaches should be promoted to boost the performance of agricultural-based initiatives.

The study therefore empirically demonstrated Capacity building is therefore important to change farmer's attitude and equip them with better farming skills so as to be able to generate income. This is regardless of their level of education and exposure. Though many authors such as Miller, (2015) and Williams, (2018) acknowledge the importance

of formulating measures and policies to determine capacity enhancement, some other literature suggest that efforts to measure outcomes associated with capacity building need to be inculcated in the design of these projects right from the onset. In contrast, the practice-based information, drawn largely from the gray literature and through discussions with practitioners, elaborates the concept of capacity building by discussing experience in measuring elements critical in expanding productivity processes.

Effective capacity enhancement has been recognized as central pillar in project development and future programming endeavors. Documented empirical evidence shows that achieving better outcomes requires investment and adoption of various capacity enhancement models so as to effectively utilize the available resources including human, financial and technical Adhiambo, Onyango and Hayombe, (2016), opined that local capacity plays a critical role in the sustainability of project outcomes and is useful in reducing the reliance of projects on external assistance. It is in this context that organizations and farming communities are increasingly relying on innovative capacity building approaches to improve performance of development initiatives including projects. It is therefore safe to conclude that improving the local capacity is directly proportional to bosting performances and overall economic growth.

Theoretical Framework

This study is grounded on two theories; Transformative Learning Theory (TLT) and the Outcomes Theory.

The Transformative Learning Theory

This theory was conceptualized by Jack Mezirow in the late 1900's. The theory focuses on adult learning and utilizes disorienting dilemmas to challenge thinking. Adult learners, in this theory are postulated and encouraged to use critical thinking and questioning to consider if their underlying assumptions and beliefs about the world are accurate. Keywords of the theory such as adult education, higher education, academic development, disorienting dilemmas, assumptions, worldview, transformation and critical reflection are all invariably considered (Christie, Carey, Robertson & Grainger, 2015).

This theory describes how people develop and use critical self-reflection to consider beliefs and experiences, and over time, change dysfunctional means of seeing the world. Mezirow was interested in peoples' worldviews and what leads to change their particular view of the world. The theory transforms problematic frames of reference to make them more inclusive, discriminating, reflective and emotionally able. Disorienting dilemmas are experiences that don't fit into a person's current beliefs. When faced with a disorienting dilemma, people are forced to reconsider their beliefs in a way that will fit new experience into their

worldview through "critical reflection" (Christie, Carey, Robertson & Grainger, 2015).

Outcomes Theory

Outcomes theory was developed by Paul Duignan in 2008 as a conceptual basis for thinking about and working with outcome systems in project interventions. Outcomes theory grounds the project performance aspect of the study. This theory is relevant in this study since it helps identify, prioritizes, measures or hold parties to account for results generated for each of the interventions (Schieber, 2017). Since variables on performance are desired in interventions, outcomes theory is therefore critical since it underscores the development of outcomes in project interventions. The theory underpins the role of strategic plans, management by results, results chains and results-based management systems in development projects. The theory advocates for project managers to focus on achieving results in known accountability systems and evidence-based practice systems. Outcomes theory also underscores sub-set of interventions within which projects can operate and bring meaningful results (World Bank, 2019). The theory links key interrelated drivers between project interventions and results desired in performance such as organizational development, evaluation, policy analysis and project economics. Interlinkage is expected to increase efficiency in project delivery and support the realization of the needed results. The continuous application of this theory means that it is hard for

those building systems to gain quick access to generic principles without orienting their functions to the existing principles.

Available empirical literature contains extensive rhetoric on usefulness of capacity building reforms in modern development space. However, not much empirical evidence is available to cement the exact contribution of each of these reforms. The validity of assertions by many authors such as Miller, (2015) and Williams, (2018) and Adhiambo, Onyango and Hayombe, (2016) that that various capacity building approaches impact project performance have not been empirically quantified and documented. Whereas agencies deploy various capacity building approaches to better the performance of project interventions in Kenya and globally, 47% of projects continue to perform poorly by posting poor results.

Research Gap

Despite the extensive rhetoric on the role of capacity building in project, exact contribution of various capacity development approaches is not well articulated or documented. There is therefore, limited scientific rigor and documented empirical evidence to back the import of capacity building in projects and programs. Whereas some scholars looked at these reforms and demonstrated substantial empirical evidence, documentary findings on this matter are limiting. It is in this regard that this study sought to bridge methodological gaps in past research and unpack the import of

capacity building reform in development projects.

Conceptual Framework

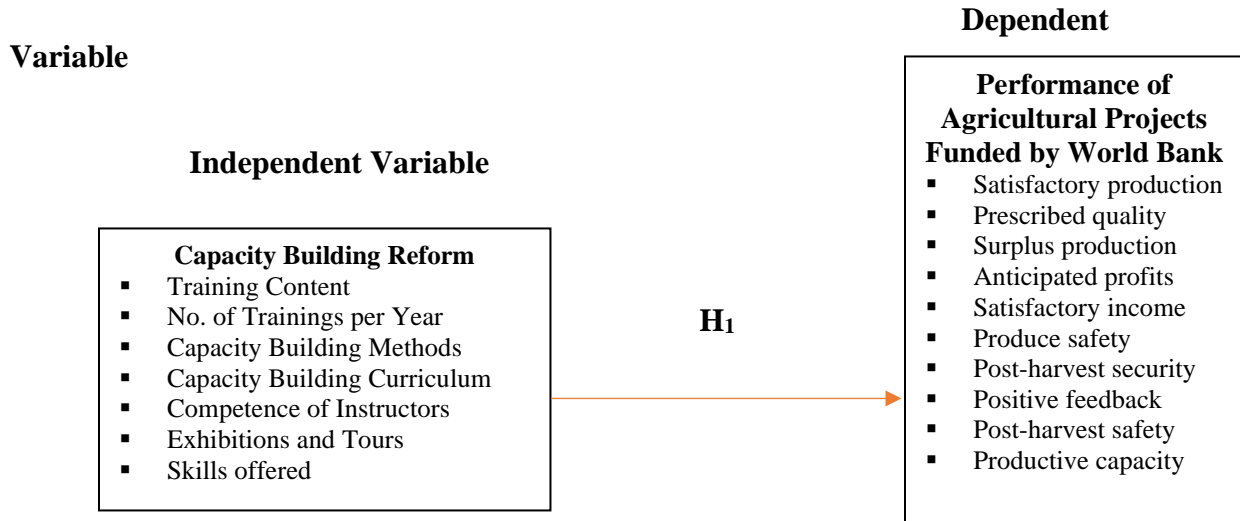The interrelationships among the variables are conceptualized as shown in Figure 1:

Dependent

Variable

Independent Variable

Capacity Building Reform		**Performance of Agricultural Projects Funded by World Bank**
▪ Training Content ▪ No. of Trainings per Year ▪ Capacity Building Methods ▪ Capacity Building Curriculum ▪ Competence of Instructors ▪ Exhibitions and Tours ▪ Skills offered	**H₁** → H_1	▪ Satisfactory production ▪ Prescribed quality ▪ Surplus production ▪ Anticipated profits ▪ Satisfactory income ▪ Produce safety ▪ Post-harvest security ▪ Positive feedback ▪ Post-harvest safety ▪ Productive capacity

Figure 1: The Conceptual Framework

Research Methodology

This study adopted descriptive survey design using mixed methods research approach. This means both quantitative and qualitative data was collected in a single field visit. This design helped the researcher to collect the two data sets separately then mix them during analysis (Mckim, 2017). A structured questionnaire with 12-Likert-type questions was used to collect the primary quantitative data while the standardized interviews and focus group discussions were used to collect qualitative data which was useful in triangulation.

This design was ideal since it helped the researcher to undertake correlation between study variables so to explore multiple issues and triangulate data in detail (Almalki, 2016). Target population for the study was 800 farmers. The sample size was 268 respondents determined using simplified Yamane, (1967) formula for proportions. Reliability of all questionnaire sections was 0. 825 determined using Cronbach Alpha coefficient. Research paradigm of the study was pragmatism, since the researcher deployed pluralistic approaches-qualitative and quantitative-to derive knowledge about the problem under study. Pragmatism was ideal since knowledge claims under study arose out of consequences rather than antecedent conditions.

Findings And Discussion

Demographic characteristics of respondents were examined in the context of gender, age, highest level of education, the level of literacy, primary farming occupation, type of project support and number of years supported. These characteristics were meant to confirm the proportion of respondents based on background information.

Questionnaire Response Rate

Out of the 268 questionnaires administered, 255 were filled and returned. This represents a response rate of 95.14% shown in Table 2.

Table2: Questionnaire Response Rate

Cluster	Sample Size (n)	No Returned	Response Rate (%)
Cherangany	38	36	94
Endebess	37	34	92
Central	34	34	97
Kaplamai	33	31	90
Kiminini	43	40	93
Kwanza	38	37	94
Saboti	40	38	96
County Staff	3	3	100
Project Officials	2	2	100
Total	**268**	**255**	**95.14**

This high response rate was attributable to the administration of questionnaires at locations that were convenient to respondents (farms). Data collection process was keenly supervised to minimize both the omission and miscalculation errors. Informing respondents about purpose and the use of study results also had an impact on response rate

as it helped them respond to questionnaires with confidence.

Distribution of Respondents by Gender

Respondents were requested to indicate their gender by selecting male or female. Results on the composition of gender are presented in Table 3.

Table 3: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Female	93	36.3
Male	142	55.9
Total	**255**	**100**

The gender of the respondents was almost evenly distributed with 93(36.3%) being female while 142 (55.9%) male. These findings implied that the agricultural industry in Kenya was dominated by male. Though a good attempt had been made by the program executors to include both gender in the design and the execution of these projects, equality in context of gender was yet to be realized. Though not mandatory in farming, the Constitution of Kenya 2010 requires that there should be a third of either gender in all the development initiatives.

Distribution of Respondents by Age

The researcher requested respondents to select their age from clusters ranging from 20-40 years. Five categories were given to respondents from which their age bracket was to be selected from, with an interval of 5 years. Results on age are presented in Table 4.

Table 4: Distribution of Respondents by Age

Age	Frequency	Percentage
20-25 Years	15	5.9
26-30 Years	0	0
31-35 Years	45	17.6
36-40 Years	57	22.5
Above 40 Years	138	53.9
Total	**255**	**100**

Findings from Table 3 indicate s 53.9% of respondents were over 40 years hence experienced and knowledgeable in matters appertaining to farming. This implied that older generation dominated the farming industry. This has implications in that a great deal of workforce in farming would be lost in the next couple of years.

Distribution of Respondents by Highest Level of Education

Results on distribution of respondents by the highest level of education are presented in Table 5.

Table 5: Distribution of Respondents by Highest Level of Education

Highest Level of Education	Frequency	Percentage
No formal education	12	4.9
Primary school level	120	47.1
Secondary school level	105	41.2
Certificate level	15	5.9
Diploma level	3	1
Total	**255**	**100**

The dominant group (88.3%) was that with low level of education, this implied that less educated generation dominated farming industry in Kenya. It would therefore be difficult to adopt modern farming techniques since the educated generation was not very keen on farming hence not available to replenish the less-educated workforce.

Distribution of Respondents by Level of Literacy

Respondents were requested to indicate their level of literacy in reading and writing. The findings were presented in Table 6.

Table 6: Distribution of Respondents by Level of Literacy

Level of Literacy	Frequency	Percentage
Can Read	5	2
Can Write	10	3.9
Can Read and Write	215	84.3
Cannot Read and Write	23	8.8
Missing Response	2	1
Total	**255**	**100**

Results indicate that 5(2%) could read, 10(3.9%) could write, 215(84.3%) could read and write, 23(8.8%) could not read and write. The dominant group (84.3%) of respondents had capacity to read and write. This shows farmers had obtained the ability to read and write with time.

Distribution of Respondents by Primary Farming Occupation
Respondents were requested to indicate primary faming occupation, this included maize farming, livestock and crop farming, livestock marketing, horticultural trading and banana farming. Results are presented in Table 7.

Table 7: Distribution of Respondents by Primary Farming Occupation

Farming Occupation	Frequency	Percentage
Maize farmer	110	43.1
Livestock farmer	40	15.7
Crop farmer	13	4.9
Livestock marketer	55	21.6
Horticultural trader	15	5.9
Banana farmer	22	8.8
Total	**255**	**100**

The dominant group (43.1%) were maize farmers. These findings corroborate the assertion that maize farming is predominant in Trans-Nzoia county and hence its branding.

Distribution of Respondents by Type of Project Support

Respondents were requested to indicate the type of project that supported their farming activities either Kenya Agricultural Productivity and Agribusiness Project (KAPAP) or the Kenya Agricultural Sustainable Land Management Project (KASLMP). Results obtained are presented in Table 8.

Table 8: Distribution of Respondents by Type of Project Support

Type of Project	Frequency	Percentage
KAPAP	153	59.8
KASLMP	100	39.2
Total	**255**	**100**

The dominant group (59.8%) were under the Kenya Agricultural Productivity and Agribusiness Project and the Kenya Agricultural Sustainable Land Management Project, meaning majority of farmers were involved in productivity at expense of land management practices.

Distribution of Respondents by Number of Years Supported

Respondents were requested to indicate the number of years they have been supported by the two projects. This ranged from less than a year, between 2-5 years and between 5-8years. Results are presented in Table 9.

Table 9: Distribution of Respondents by Number of Years Supported

Number of Years Supported	Frequency	Percentage
Below 1 year	3	0.01
Between 2-5 years	240	94.1
Between 5-8 years	12	4.9
Total	**255**	**100**

Qualitative Analysis of Capacity Building Reform

Qualitative results on capacity building reform are shown in Table 10.

Table 10: Descriptive Results of Capacity Building Reform

Statements	SD	D	N	A	SA	Total	M	SD
	F	F	F	F	F	F		
	(%)	(%)	(%)	(%)	(%)	(%)		
a) Capacity building content	176	41	3	13	20	252	1.66	1.239
	(69)	(16)	(1)	(5)	(8)	(98.8)		
b) Capacity building regulations	3	10	13	115	115	255	4.29	0.820
	(1)	(4)	(5)	(45)	(45)	(100)		
c) Capacity building methods	0	0	5	87	163	255	4.62	0.528
	(0)	(0)	(2)	(34)	(64)	(100)		
d) Capacity building approaches	0	8	10	130	107	255	4.32	0.695
	(0)	(3)	(4)	(51)	(42)	(100)		
e) Competence of instructors	43	82	41	56	33	255	2.82	1.313
	(17)	(32)	(16)	(22)	(13)	(100)		
f) Capacity building curriculum	0	5	8	140	97	250	4.32	0.636
	(0)	(2)	(3)	(55)	(38)	(98)		
g) Skilled manpower	99	71	13	46	26	255	2.32	1.406
	(39)	(28)	(5)	(18)	(10)	(100)		
h) Capacity building tools	3	5	8	110	128	252	4.40	0.741
	(1)	(2)	(3)	(43)	(50)	(98.8)		
i) Exhibitions and tours	3	3	5	128	117	255	4.39	0.680
	(1)	(1)	(2)	(50)	(46)	(100)		
j) Field days and field visits	8	8	10	107	122	255	4.29	0.913
	(3)	(3)	(4)	(42)	(48)	(100)		
k) Peer-to- peer learning sessions	5	18	13	71	148	255	4.33	0.995
	(2)	(7)	(5)	(28)	(58)	(100)		
l) Farmer alumni groups	10	38	23	84	99	255	3.88	1.200
	(4)	(15)	(9)	(33)	(39)	(100)		
Composite							**3.80**	**0.930**

The composite mean (M=3.80) and composite standard deviation (SD=0.980) imply respondents agreed to most of the statements. Results also show that the responses were concentrated around the mean. The lower levels of standard deviation in these results imply that respondents held divergent views on capacity building reform.

Qualitative Analysis on performance of Agricultural Projects

Indicators used to measure this parameter included; satisfactory production, prescribed quality, surplus production, anticipated profits, satisfactory income, produce safety, post-harvest security, productive capacity, positive feedback, stable produce prices, encouraged farmers and post-harvest safety whose qualitative results were as shown in Table 11.

Table 11: Qualitative Results on Performance of Agricultural Projects

Statements	SD F (%)	D F (%)	N F (%)	A F (%)	SA F (%)	Total F (%)	M	SD
a) Satisfactory production	0 (0)	5 (2)	36 (14)	99 (39)	110 (43)	250 (100)	4.26	0.777
b) Prescribed produce quality	0 (0)	10 (4)	20 (8)	148 (58)	71 (28)	250 (100)	4.12	0.722
c) Surplus production	3 (1)	5 (2)	33 (13)	122 (48)	87 (34)	250 (100)	4.14	0.799
a) Anticipated profits	0 (0)	13 (5)	33 (13)	158 (62)	46 (18)	250 (100)	3.95	0.723
b) Satisfactory income	0 (0)	8 (3)	41 (16)	130 (51)	71 (28)	250 (100)	4.06	0.757
c) Produce safety	0 (0)	51 (20)	15 (6)	110 (43)	71 (28)	247 (99.7)	3.81	1.074
d) Post-harvest security	3	5	31	143	69	250	4.08	0.755

		(1)	(2)	(12)	(56)	(27)	(100)		
e)	Productive capacity	0	10	48	128	64	250	3.98	0.786
		(0)	(4)	(19)	(50)	(25)	(100)		
f)	Positive feedback	0	8	31	130	82	250	4.14	0.746
		(0)	(3)	(12)	(51)	(32)	(100)		
g)	Stable produce prices	43	74	33	36	59	245	2.97	1.461
		(17)	(29)	(13)	(14)	(23)	(99.7)		
h)	Encouraged farmers	3	13	26	130	77	247	4.07	0.845
		(1)	(5)	(10)	(51)	(30)	(99.8)		
i)	Post-harvest safety	26	46	51	69	59	250	3.36	1.302
		(10)	(18)	(20)	(27)	(23)	(100)		
Composite								**3.911**	**0.856**

The composite mean (M=3.91) and standard deviation (SD=0.856) imply respondents agreed to most statements and that responses were not scattered from the mean as characterized by small standard deviation. Respondents were of the same mind on most parameters used to measure performance.

4.11 Relationship Between Capacity Building Reform and the Performance of Agricultural Projects

This study sough to test the following hypothesis:

H₀: **Capacity building reform has no significant influence on the performance of agricultural projects funded by the World Bank in Trans-Nzoia County.**

The findings are shown in Table 12.

Table 12: Relationship Between Capacity Building Reform and Performance of Agricultural Projects

Variables Entered

Model	Variables Entered	Variables Removed	Method
3	Capacity building content, capacity building regulations, capacity building methods capacity building approaches, competence of instructors, capacity building curriculum, capacity building tools, exhibitions and tours, field days and field visits, peer-to-peer learning sessions, farmer alumni groups.	None.	Enter

a. Dependent Variable: Performance of Agricultural Projects

b. Tolerance = .000 limits reached

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	0.199[a]	0.139	0.148	4.7521

a. Predictors: (Constant), Capacity Building Reform

b. Dependent Variable: Performance of Agricultural Projects

Anova[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4713.800	14	187.300	$F_{(1,246)}$ = 89.02***,	0.005[b]
Residual	.000	0	.		
Total	4713.800	4			

a. Predictors: (Constant), Capacity Building Reform

b. Dependent Variable: Performance of Agricultural Projects,

Coefficients[A]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.1111***	4.752	0.47	0.0231	0.0027.
Capacity Building Reform	0.0982**	0.104	1.71	0.022	
Durbin Watson			1.533		

a. Predictors: (Constant), Capacity Building Reform

b. Dependent Variable: Performance of Agricultural Projects

Using the t-statistic, results show capacity building reform was a significant explanatory variable to the performance of agricultural projects. This is so because it had statistically significant influence on performance of agricultural projects to an extent of; r =0.199, (p-value< 0.05). The β coefficient of 0.0982 implies a unit increase in capacity building reform led to 9.82% increase in the performance of agricultural projects. The t-statistic was 0.022< 0.05). This establishes a relationship between capacity building reform and performance of agricultural projects. In conclusion, the null hypothesis is therefore rejected.

Recommendations

Considering that the government of Kenya is working to develop systems and structures to ensure that development projects are delivered in the confines of time, cost, resources and client satisfaction, this study has implications to policy and citizens in general. The study findings indicate that capacity building reform is critical in bettering the performance of projects. This would ordinarily impact the policy framework by providing empirical data to support the policy environment. Policy makers would use these findings to formulate informed policies backed by empirical data.

Findings from this study provide an indication that performance of agricultural projects is influenced by various interventions. This imply public and private project implementation entities need to embrace sector-specific capacity enhancement reform recommendations for effective program execution. This study

would therefore impact project management discipline by adding to the pool of knowledge, providing empirical evidence and being good reference material. Project organizations could apply these findings in areas of project design, project planning, monitoring and evaluation and project management in general.

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