

# Factors Influencing Implementation Of Projects In Community Based Organizations In Kenya. A Case of Child Regional Education Support Services

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**Abstract-** The study sought to assess the factors influencing implementation of projects in community based organizations in Kenya with a case study of Child Regional Education Support Services. To achieve this objective, the study was guided by the following specific research objectives: to assess how funding affects implementation of projects in community based organizations in Kenya, to establish the effect of training on implementation of projects in community based organizations in Kenya, to assess the effects of organization structure on implementation of projects in community based organizations in Kenya and to establish the effects of stakeholder relationships on the implementation of projects in community based organizations in Kenya. The study adopted a descriptive research design as it sought to gather information, summarize, present and interpret it for the purpose of clarification. The target population of the study included all the employees at the CBO. Stratified sampling technique was used in the research whereby questionnaires were used to collect data. Data was collected, analyzed and presented in tables using frequencies and percentages. The study revealed that project funding, project training, and project structure and project stakeholder involvement affected implementation of project at the CBO. The study also revealed that the CBO have limited resources, and therefore they have to develop partnerships with other organizations and donors that can provide resources. It was established that projects were not expertly implemented at the CBO due to lack of adequate and skilled staff in project management. It was recommended that development partners should increase their level of funding to the CBO since they play an important and relevant role in providing services at the local level. To enable employees deliver quality services, the study recommended that the organizations hires qualified staff and in addition, it trains them to enable them deliver services optimally.

**Index Terms-** funding, community based organizations, organization structure, stakeholder relationships

## I. INTRODUCTION

Alesina and La Ferrara (2010) reviewed projects implemented by CBOs in U.S.A localities and found they were performing poorly due to low level of training among project leaders. Khattak and Khan (2008) argue that while CBOs in India are engaged in many economic activities that serve to increase the level of disposable income in local areas, it is however noted

that 73% of the federal government grants that CBOs handle are mismanaged due to poor governance and mismanagement of funds of the organizations. In a case based evaluation of community based project in Jamaica and Nicaragua conducted by World Bank (2002) Operations and Evaluation Department found poor management of funds lead to failure of 38% of the projects.

Though there are numerous projects being implemented across Africa, it is interesting to note that not much impact on the lives of the targeted communities can be reported. Several CBOs are faced with Project Implementation challenges at different levels hampering their quest to deliver quality services and impact positively on the lives of the communities in which they operate. During the last Africa Community Based Organizations Conference held in Ghana in 2012 for instance, it was reported that 22 out of the 38 Community Based Organizations (CBOs) in the Region were facing challenges attributed to bad governance and poor project organizational structure (Lopes, 2013). Kleemeier (2000) examined water projects implemented by CBOs in South Africa and found 63% of them are performing poorly due to financial mismanagement.

Okumu (2012) reviewed Projects implemented by CBOs in Kenya and observed that they face numerous challenges among them poor leadership and governance issues especially in accountability and transparency (Kaaka 2013). For instance, the Child Regional Support Services, a CBO that caters for children living in slum areas in Kenya has faced various problems while implementing its projects (LeRoux, 2007). These include employees who have not been adequately trained, lack of commitment between major stakeholders as well as poor management of funds. It is evident that, for long time project money has not been managed in a transparent manner and that the communities are not sufficiently involved in its management leading to loss of funds, numerous incomplete, low quality and irrelevant projects.

In Kenya, Community based organizations have been affected by various factors while implementing their projects (Obisi, 2012). CRESS Kenya, a community based organization that is involved in support programmes to those affected by HIV has not been able to fully achieve its objectives of fully implementing their programmes due to poor leadership as well as poor management of funds (Wafula & Ndirangu, 2009). Several other Community Based Organizations are involved in the implementation of various projects in Kenya. A number of issues in their management have made them not to achieve the desired

results. This includes mismanagement of these project funds (Wafula & Ndirangu, 2009).

Project schedules are an indicator of project implementation, Mkutu (2011). Lopes (2012) states that project budget is an indicator of project training. According to Longman and Mullins, (2009), stakeholders' satisfaction is an indicator of project implementation. Therefore, project schedules, project budget and stakeholders' satisfaction are indicators of project implementation.

Implementation of a project will always be successful if management strategies and coordination guidelines are clearly defined. Independent of the type of project to be carried out, a work plan is needed indicating the pursued objectives, the expected results, the activities to be developed, as well as the budget available and timeframe given. Each of the activities has to be assigned to a particular individual, department or organization that should have proven experience and the capacity to achieve the goals. Local community workers, who can speak the local languages, are the first to integrate in the project, as these types of actions require that the implementers know the culture of the community to gain their trust and achieve a real impact.

Project funds implemented by CBOs have faced numerous challenges among them management and governance issues especially in accountability and transparency (Kaaka 2013). (Khadiagala & Mitullah, 2007) state that the amount of funding is an indicator of project funding. The flexibility of funding is also an indicator of project funding (Vincent, 2012). The reliability of funding is also an indicator of project funding (Wafula, 2009). Therefore, the amount of funding, flexibility of funding and reliability of funding are indicators of project funding.

Without project training, it will be difficult to acquire skills and without skills organizations will not be able to adequately implement their projects (Obisi, 2009). Training is the process of transmitting and receiving information to problem solving (Nadeem, 2010). (Omole, 2009) states that the type of training is an indicator of project training. On the other hand (Cole 2002) states that the level of training is an indicator of project training. (Okumu, 2012) further states that contact time is an indicator of project training. Therefore, the type of training, level of training and contact time are indicators of project training.

For an organization to function optimally even as projects are being implemented, they ought to have a clear organizational structural design, Smit et al (2007). Structures include relevant Non-Government Organization departments, workers, and other stakeholders in the organization. (Neuman, (2006) states that the type of project structure is an indicator of project structure. (Moore, 2013) states that the efficiency of a project structure is also an indicator of project structure. (Omondi, 2009) also states that leadership is an indicator of a project structure. Therefore, the type of project structure, the efficiency of a project structure and leadership are indicators of a project structure.

A stakeholder has the ability to influence the implementation of a project due to his or her strength or force (Moore, 2013). Stakeholders must play a central role in setting up priorities and objectives in order to ensure relevance and appropriateness. Influence and power of a stakeholder can affect the success or failure of an initiative (Karanja 2010). The number

of stakeholders is an indicator of project stakeholders (Kaaka, 2013). Also, the skills of project stakeholders are indicators of project stakeholders (Lopes, 2012). (Mkutu, 2011) states that the level of education among stakeholders is an indicator of project stakeholders. Therefore, the number of project stakeholders, the skills of project stakeholders as well as the level of education of stakeholders are indicators of project stakeholders.

The community based organization is a charitable foundation providing vital quality educational opportunities for orphans and vulnerable children living in slums in Nairobi. The implementation of projects including school feeding programmes has been done through a greater involvement of the Community Based Organization (Wafula and Ndirangu, 2009). The Community Based Organization is involved in the implementation of various projects in Kenya. Though this CBO has been actively involved in implementing various activities and programmes, internal and external inefficiencies in management have made them not to achieve the desired results. Several of these projects have been initiated where some of the projects stall along the way as a result of different reasons including mismanagement of project funds whereas others are fully implemented (Vincent, 2012).

When it comes to implementing projects in Kenya, Several CBOs in Kenya are faced with Project Implementation challenges at different levels hampering their quest to deliver quality services and impact positively on the lives of the communities in which they operate (Karanja, 2012). In the year 2013/2014 CBOs implementing HIV/AIDs programmes were funded with KES4.55million which doubled from the previous year 2012/2013 of KES2.15million (CACC, 2013). Despite the increase in funding, the Kenya Health Information Systems report 2014 indicates that the prevalence rate remains high at 5.1% ranked 12<sup>th</sup> countrywide. This indicates that there have been issues on CBOs capability especially with management of project funds (Okumu, 2014).

There are several projects initiated in Kenya and being implemented by various Community Based Organizations. Despite the existence of different project funds, internal and external inefficiencies in their management have made them not to achieve the desired results. Several of these projects have been initiated where implementation of some of the projects stall along the way as a result of different reasons including mismanagement of these project funds. An audit carried out by the National Taxpayers Association (NTA) reveals that KES242 million of the KES1.2 billion allocated to the Community Based Organizations in the period 2012/2013 is either misappropriated or unaccounted for (Matata, 2011).

The audit, carried out in 28 counties, reveals that of the KES242 million, KES179.1 million was lost on shoddy projects, some of which are complete while others remain incomplete (Martin, 2011). KES40.5 million was unaccounted for, and KES22.2 million was spent on projects that have been abandoned (Matata, 2011). High-level projects involving millions of dollars have been discontinued in the past due to different challenges in their implementation in different CBOs in Kenya. Since then, there have been concerted efforts to reverse this trend and position CBOs in Kenya as credible organizations who can undertake partnerships and projects whether funded internally or externally.

The general objective of this study was to determine the factors influencing implementation of projects in Kenya using a case of Child Regional Education Support Services. The specific objectives were; to assess how project funding influences implementation of projects in Kenya, to establish the influence of project training on implementation of projects in Kenya, to assess the influence of project organization structure on implementation of projects in Kenya and to establish the influence of project stakeholder relationships on the implementation of projects in Kenya.

## II. LITERATURE REVIEW

### 2.1 Theoretical Framework

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge, within the limits of the critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory which attempts to explain the research problem under study (Williams, 2006)

#### 2.1.1 Financial Distress Theory

This theory is characterized by decline in the firm's performance, value and failure (Opler & Titman, 2004) Organizations with projects that are supposed to yield profits have to ensure their projects perform as per expectations. Projects for profits should first recoup the initial capital invested then yield profits. This theory is important when addressing financial challenges affecting the successful performance of organizations. The CBOs financial management practices have a gap as they do not operate within budgets have weak internal controls; they do not follow their financial policies and audit their accounts. The main limitation of this theory is that it cannot recognize symptoms of failure early enough in order to make corrections. The performance of CBO projects has been declining and there is need to track and ensure they improve. This theory is focused on the performance of firms which leads to the first research question which focuses on how funding affects the successful performance of the CBOs projects. This theory will, therefore, guide in the understanding of the important role that financial management plays in the survival and persistence of organizations.

#### 2.1.2 Human Capital Theory

Entrepreneurial knowledge of an individual gained from education adds economical value to a firm, (Becker, 2008). Skills and knowledge gained through education is importance to employees when they are performing their tasks as it improves their performance. CBOs management teams require technical skills to run the projects successfully. These skills could be gained from technical institutions, formal education or on job training. This theory has been put in application in several occasions. The theory has shown the need for the CBOs management team to have skills and experience in project management cycle and use of project management tools and techniques when running the projects. This theory addresses research question two which asks how project management practices such as training affect the successful performance of

the CBOs projects. The theory will assist in the understanding of relationship between human capital and economic productivity.

#### 2.1.3 Systems Theory and Governance

Bertalanffy (2010) defines systems theory as a working hypothesis, the main function of which is to provide a theoretical model for explaining, predicting and controlling phenomenon. Hartman (2010) also observes that all organizations consists of processing inputs and outputs with internal and external systems and subsystems which is helpful in providing a functional overview of any organization. CBOs need a functional system to manage their projects well. Kuhn (2004) states that systems need to be controlled as failure in one system leads to failure in other. CBOs need good governance systems in order to ensure there is transparency and accountability. This theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people and finances to produce products. Good governance of CBOs will ensure efficient and effective management of their projects and other resources for maxim outputs. While this theory addresses research question three (which seeks to unpack the effects of good (or poor) governance and organizational structure in the performance of the CBOs projects, the theory will explain the importance role that governance play as part of the overall system that makes up CBOs.

#### 2.1.4 Stakeholder Theory

Stakeholder's theory argues that every legitimate person or group participating in the activities of a firm or organization, do so obtain benefits, and that the priority of the interest of all legitimate stakeholders is not self-evident (Donaldson, and Preston, 2005). Stakeholder Theory pays equal credence to both internal and external stakeholders; employees, managers and owners as well as financiers, customers, suppliers, governments, community and special interest groups. This theory therefore leads to research question four which inquires on how stakeholder relationship affect the successful performance of the CBOs projects. This theory will therefore assist in the better understanding of the importance of stakeholder relationship in the success of community projects.

### 2.2 Empirical Review

This section examines the empirical literature review on previous studies relating to the influence of the independent variables of this study; project funding, Project training, project structure and project stakeholders on the dependent variable implementation of projects in CBOs in Kenya.

#### 2.2.1 Project Funding

The search for funding is necessary for the survival and the development of local CBOs. CBOs require external funding sources to respond, and though some CBOs can afford to establish emergency operations for short periods without specific external support, many CBOs eventually turn to UN funding, U.S., UK, or other government grants, private contributions from foundations, communities, or individuals, or umbrella organizations that distribute funding on behalf of another agency or organization. To appreciate the challenges of financial sustainability it is necessary to understand the potential sources

of revenue for the CBOs (More 2005). While there is tremendous variation in the sources of CBO revenue among countries and CBOs within any sector, there are at the same time identifiable trends of CBO financing. Semboja and Therkildsen (2005) further found out that much local NGO funding comes from international donors (Hulme & Edwards, 2005)

Lee (2007) revealed that there are three sectors from which NGOs can derive their resources. These are the private sector, the general public and government/public sector. Resources from each of these sectors can originate from both external sources (i.e. International) and local (i.e. Domestic or municipal public and private donors). CBO revenue falls within three broad categories; government funding, private giving and self-generated income. Lee further studied local CBOs in Uganda; the CBO sector grants received from international CBOs accounted for nearly half of the total funding in 2001 in Uganda. Grants from bilateral donors are the next most important source with grants from the local government being the third. The average CBO is less likely to receive funding from these three sources and more likely to depend on non-grant income. Furthermore the author discovered that the local CBOs derived very little revenue from members and non-members, with only 2.5 percent of all funding coming from these sources.

According to a UNDP, 2007 report some countries, the local governments are a major source of funding as they have different community welfare and development schemes which CBOs can apply and raise resources and implement projects. The public sector provides various types of subsidies to Community Based organizations. Government funding includes a broad range of direct and indirect support. The UNDP (2007) noted that one-third of CBOs funding come from governments through varied degrees such as subsidies, government grants, and contracting. Exemptions from taxation can be considered a government subsidy. During the last term of Clinton (United States president 1993 -2000) administration for example, the white house support to CBOs increased from 13 percent to 50 percent through USAID assistance. In addition, most embassies of developed countries residing in the developing countries fund local CBOs.

In the view of Fernand (2006) a CBO which receives more than 30 percent of its funding through an external agency, is not free in its actions and above this percentage, the CBO could find itself in a very difficult situation in case of separation between the CBO and the donor due to strategic factors. Fernand stated that in a situation where a greater proportion of an organization funding comes from external sources, effects on the long run in the case of withdrawal of external funding can be felt. The much reliance on external funding therefore makes it difficult for local CBOs to accomplish their stated objectives. He further argues that, external financing tends to impose some degree of constraint on local CBOs. The main challenge for the local CBOs therefore seems to be to take into consideration the demands of its donors, because losing the financial aid would have severe consequences not only for the activities, but also for remunerated personnel. NGO "self-control" appears more frequently than one would think and it is for this reason that it is something to be carefully watched.

## 2.2.2 Project Training

Training is a fundamental aspect when it comes to management of funds. The ultimate aim of every training and development program is to add value to human resource. Any training and development program that would not add value should be abandoned.

Obisi (2011) argues that Organizations should therefore make training and development of their employees a continuous activity. Without training, acquisition of skills can be difficult and without skills organizations will not achieve its objectives through people. Obisi (2011) further notes that some organizations see training as an expensive venture and may put restriction on training and utilize the money for other activities in the organization. Most people do remarkably well in financial management of the projects implemented, even though most of them have never thought of themselves as financial managers or taken part in any kind of financial management training.

Symes (2006) emphasizes that some organizations spend a great deal of time and money on training efforts for general financial management skills, but after the training, a project leader might still not know how to tailor their financial management skills to the organization's particular needs. Because of this problem, some organizations develop their own internal financial management methodologies. Many project leaders take on their first financial management duties without benefit of formal training. Through proper financial management skills, a CBO can consistently have good tracking and reporting systems hence this further helps uncover inefficiencies in the overall financial management approach. Concerning training and development, what's good for people is good for the organizations in which they work. What's good for people's development is good for organizational performance, quality, effective management and control, and therefore good for the organization (Symes, 2006).

Lytras, De Pablos and Avison, (2010) indicate that in project management, a training session could aim at developing or improving one of the project leaders competencies. Rightly, organizations are facing great pressure to change these days - to facilitate and encourage whole-person development and fulfillment - beyond traditional training. Many organizations face the challenge of developing greater confidence, initiative, solutions-finding, and problem-solving capabilities among their people. Organizations need staff at all levels to be more self-sufficient, resourceful, responsible, creative and autonomous. This behavior enables staff can operate at higher strategic level, which makes their organizations more productive and competitive.

## 2.2.3 Project structure

Organizational structure refers to the typically hierarchical arrangement of lines of authority, communications, rights and duties of an organization. Organizational structure determines how roles, power and responsibilities are assigned, controlled and coordinated, and how information flows between the different levels of management. A structure depends on the organization's objectives and strategy. In a centralized structure, the top layer of management has most of the decision making power and has tight control over departments and divisions. In a decentralized structure, the decision making power is distributed

and the departments and divisions may have different degrees of independence.

Moore (2002) extensively discusses the issue of project organization and how it influences implementation of CBOS projects. Moore (2002) further admits that the most appropriate organization structure for a given project is generally selected from a limited number of possibilities. This situation arises because there is inference that seeking to implement a new and innovative organization structure will present a risk. One of the key factors in this selection process seems to be an awareness of factors such as the project's external environment, within which the project seeks firstly to embed itself, and secondly to survive, through developing an appropriate structure.

According to Dutt (2006), an organization interlinks the functional components of an enterprise in the best way to achieve its goal. The function of an organization starts when its objectives are set and the plans to achieve them are formulated. With this in mind, managers have to carry out the right approach and have to put in place certain rules and regulations in achieving them. Dutt (2006) further states that most organizations take on any of the three classical theories of Management, either Bureaucratic management by Max Weber, Scientific Management by F.W Taylor or Administration Management by Henry Fayol. For an organization to function optimally even as projects are being implemented, they ought to have a clear organizational design.

Smit et al (2007) defines organizational design as the arrangement of positions into work units or departments and the interrelationship among them within the organization. Essentially the choice of an organization structure should always be viewed against the strategy of the organization. One way of designing an organizational structure is through departmentalization. This is the grouping of related activities into units or departments. Most organizations face challenges in striking a balance between the functional and project levels leaving gaps for poor project performance.

#### 2.2.4 Project Stakeholders

The notion of stakeholders was originally introduced to the mainstream general management discussion by Freeman (2006). Two years later, Cleland (212) brought stakeholder thinking into the project management paradigm. Ever since, the role of stakeholder management as a central project management process has strengthened, and today even the concept of project management is defined through stakeholders as "the process of adapting the specifications, plans, and approaches to the different concerns and expectations of the various stakeholders" (PMI, 2008). Despite the acknowledged importance of stakeholder management, project research still lacks both theoretical knowledge and empirical evidence of various project stakeholder related phenomena (Achterkamp & Vos, 2008).

Kakabadse. (2005) in the extensive review on the stakeholder approach expressed that corporate social responsibility (CSR) and stakeholders' interests are partly related to each other. In line with this, Kakabadse. (2005) noted that a firm has relationships with constituent (stakeholders) groups and the processes and outcomes associated with these relationships depend on the interest. The interests of all legitimate stakeholders have value and the focus of stakeholder theory is on managerial

decision making". Kakabadse *et. al.* (2005), therefore, concluded that managers should pay attention to stakeholders.

A study carried out by Mitchell (2007) in stake holder identification and salience, it was found that one interesting characteristic of the stakeholder concept is the dynamics of stakeholders. Over time, the mix of stakeholders may change. New stakeholders may join and wish to be included in any considerations, while others may drop out, through no longer being involved in the process. The concept of the dynamics of stakeholders was acknowledged by Freeman, and according to him, in reality stakeholders' change over time, and their stakes change depending on the strategic issue under consideration.

According to Alkhafaji (2010) on project stakeholders and how they influence implementation of CBOS projects; to explain the dynamics, Alkhafaji (2010) defined stakeholders as the groups to whom the corporation is responsible. Classes of stakeholders can be identified by the possession or attributed possession of one or more of three relationship attributes: power, legitimacy and urgency, Alkhafaji (2010). The influence of the stakeholder in the project depends on the relationship attributes and may affect both timeliness and level of funding.

#### 2.3 Critique of Existing Literature Review and Gaps

Despite the concerted efforts of academicians and researchers such as Pinto & Slevin (2008) to identify the various factors affecting successful implementation of projects in community based organizations within the urban slums, the research was also limited by the fact that successful implementation of projects was affected by many other moderating factors such as government policies, organization culture and the strategy implementation process.

For instance, implementing strategies successfully is vital for any organization, either public or private. Without implementation, even the most superior strategy is useless. The notion of strategy implementation might at first seem quite straightforward: the strategy is formulated and then it is implemented. Implementing would thus be perceived as being about allocating resources and changing organizational structure (Beer & Eisenstat, 2004).

However, transforming strategies into action is a far more complex and difficult task. Organizations seem to have difficulties in implementing their strategies. Researchers have revealed a number of problems in strategy implementation: e.g. weak management roles in implementation, a lack of communication, lacking a commitment to the strategy, unawareness or misunderstanding of the strategy, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, inadequate capabilities, competing activities, and uncontrollable environmental factors (Alexander, 2010; Lares-Mankki, 2009).

The factors that were identified in the literature review of this study as affecting implementation of projects in Kenya were Project Funding, Project Training, Project Structure and Project Stakeholder Satisfaction. Although various studies have been done on factors influencing implementation of projects in Kenya, there is no documented study that is based on the stated factors and more so in CRESS Kenya.

Although Fernand (2006) studied the factors that influence implementation of projects in Kenya, The study did not consider

the benefits of having external sources of funding for a CBO and how that can positively influence implementation of its projects. Also, the study did not consider the effects of Reliability of funding on project schedules.

The findings of Kakabdse (2005) on factors that affect implementation of projects in Kenya were that Stakeholders change over time, and their stakes change depending on the strategic issue under consideration. However, the study does not explain clearly on reasons as to why stakeholders may change and how this may influence project implementation. The study also does not explain how stakeholders Level of education may influence project budget.

Pinto and Slevin (2008) after sampling over 650 project managers, the researchers concluded that existing “project success” is something much more complex than simply meeting cost, schedule, and performance specifications. In fact client satisfaction with the final result has a great deal to do with the perceived success or failure of projects. In the words of Baker et al. (2009): “instead of using time, cost and performance as measures for project success, perceived performance should be the measure.” Clarke (2009) also stated that by targeting the main problems and issues using the key success factors as a focus could make a significant difference to the effectiveness of project management. Most researchers do not look at how the projects should perform after the implementation.

In this regard, factors influencing implementation of projects in Kenya have not been fully explored. Therefore, this study sought to shed more light on this area by testing for variables namely Project Funding, Project Structure, Project Training and Project Stakeholders and their influence on projects in Kenya. A Case of Child Regional Education Support Services.

### III. METHODOLOGY

This study adopted a descriptive research design and consisted of both qualitative and quantitative research. Descriptive research design was chosen because this study sought to determine the factors affecting implementation of projects in community based organizations in Kenya; a case of Child Regional Education Support Services. By doing this, the study built a profile about the factors affecting the implementation of projects within CBOs in Kenya.

The target population was 167 employees at the CBO. The population was homogeneous as it involved the CBOs management teams only. The study was targeting these respondents owing to the fact that they were responsible for the management of the CBOs projects. The sampling frame was the listing of management staff in the various departments of the community based organizations.

From the target population, a sample size of 50 employees was selected from various departments in the CBO where the study was conducted. Kombo and Tromp (2006) define a sample size as a finite part of a statistical population whose properties are studied to gain information about the whole population.

The study stratified the population into the levels of employment at the CBO. There were three levels comprising of senior and middle level management and other staff. Cooper and Schindler (2003) argue that statistically, in order for generalization to take place, a sample of at least 30 elements

(respondents) must exist. Kothari (2004) argue that if well chosen, samples of about 10% of a population can often give reliable data. Following the high homogeneity among the respondents in the different strata, the researcher selected 30% of the target population for inclusion in the study. These were distributed as shown in the Table 3.1

**Table 3.1: Target Population**

Level in the organization Sample size	Population (N)
(n)	
Senior Management 8	25
Middle level management 20	68
Other staff 22	74
<b>Total</b>	<b>167</b>
<b>50</b>	

Primary data was collected with the aid of questionnaires. According to Neuman (2007), a questionnaire is a written document in quantitative research that has set of questions directed at respondents. Questionnaires were used since they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals (Borg and Gall, 2009). According to Borg and Gall (2011) questionnaires have the added advantage of being less costly and using less time as instruments of data collection.

Data collection involved contacting the respondents in the sample in order to collect the required information about the study (Cooper & Schindler, 2003). Data collection was done systematically and closely monitored. Primary data was used and collected using a questionnaire with both open and close ended questions.

Prior to launching the study, the questionnaires were pre-tested to 10 randomly selected members of staff of the CBO to ensure workability in terms of structure, content, flow, and duration. According to Cooper and Schindler (2005), a pre-test is defined as the testing of the questionnaire on a small sample of respondents preferably 10 or more.

After the pre-testing of the questionnaire, modifications were made in the questionnaire to reduce the possibility of ambiguity of some of the questions before delivering them to the respondents. Two procedures were followed during the pre-testing of the questionnaire. Cooper and Schindler (2005) observed that the researcher may rely on experts when piloting the instrument to identify changes that can be made with confusing items.

In this study, reliability was ascertained by pre testing the questionnaire with a selected sample of employees to avert biasness. Reliability of research instruments was tested using Test-retest method. This is a measure of reliability obtained by

administering the same test twice over a period of time to a group of individuals. The scores from Time 1 and Time 2 can then be correlated in order to evaluate the test for stability over time.

The method was used because it perceived that it was easy to communicate to the respondents. Cronbach’s alpha coefficient was used to measure the reliability of the questionnaire. Cronbach’s alpha is a reliability coefficient that indicates how items in a set are positively correlated to one another. It measures the correlations among test items, with a measure of 1 being higher in terms of internal consistency and reliability of  $\alpha > 0.7$  being acceptable (Revelle& McDonald, 2006).

The accuracy of data collected depended on the data collection instruments in terms of validity. Validity as noted by Robinson (2002) is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study. Validity was ascertained by having all the objective questions included in the questionnaire. Content validity was used to measure validity. Content validity refers to the appropriateness of the content of an instrument. In other words, do the measures (questions, observation, etc.) accurately assess what you want to know?

The collected data was analyzed using descriptive data analysis methods. Descriptive statistics according to Thiry (2007)

consists of methods of organizing, displaying, and describing data by using tables, graphs and summary measures. Arithmetic mean was calculated as it takes every value in to account in calculating average. In calculating dispersion, standard Deviation was used as it is the best measure of dispersion. Data from questionnaire was coded and entered into the computer using Statistical Package for Social Science (SPSS V 18.0) for analysis. After analysis, data was presented in tables, figures and graphs. This method of data presentation was used as it is reliable and provide the researcher with an opportunity to compare various responses from the questionnaire.

#### IV. FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

##### 4.1 Response Rate

This study targeted a sample of 50 management staff within the CBO as well the subordinate staff. It was important to establish the return rate so as to know the exact number of questionnaires that were valid for analysis.

**Table 4.1: Respondents Response Rate**

Variable	Frequency	Percentage
Response	40	80
Non Response	10	20
<b>Total</b>	<b>50</b>	<b>100</b>

Out of the 50 questionnaires that were issued, 40 were returned. This represented 80% response rate. This was a reliable response rate for data analysis. Mugenda and Mugenda (2003) explains that any response above 60% is adequate for analysis.

##### 4.2 Demographic Information

This section presents the findings on the general information and characteristics of the respondents.

##### 4.2.1 Gender of the Respondents

The results for the gender of the respondents were summarized and presented in Table 4.2

**Table 4.2: Gender of Respondents**

Variable	Frequency	Percentage
Male	28	70
Female	12	30
<b>Total</b>	<b>40</b>	<b>100</b>

The study found that 70% of the respondents were male while the remaining 30% were females. This was an indication that there was gender disparity among CBOs staff since the number of males exceeded that of females.

Determining the respondents’ age was important as it revealed their level of experience in dealing with the challenges of project implementation. Table 4.3 shows the age distribution of the respondents.

##### 4.2.2 Respondents’ Distribution by Age

**Table 4.3: Respondents distribution by Age**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
Below 18	-	-
19-25	4	10
26-30	10	25
31-40	12	30
41-45	6	15
Above 45	8	20
<b>Total</b>	<b>40</b>	<b>100</b>

The results indicate that 10% of the respondents were 19-25 years, 25% of the respondents were between the ages of 26-30 years, 30% of the respondents were between 31-40 years, and 15% were between 41-45 years while 20% were above 45 years. Based on the findings, the respondents who were between the ages of 31-40 years were the majority followed closely by those between 26-30 years at 25%. This therefore would suggest that they were able to appreciate and understand project implementation challenges.

**4.2.3 Respondents Education**

In terms of the respondents' level of education, the study found that 47.5% had college education, and 52.5% had university degree and higher. These results are summarized and presented in Table 4.4. The results imply that majority of the respondents had university education.

**Table 4.4: Education level of Respondents**

<b>Education</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	19	47.5%
University degree and higher	21	52.5%
<b>Total</b>	<b>40</b>	<b>100</b>

The educational background points to the fact that most of the respondents were adequately educated and thus easily understood the issues raised in the questionnaire concerning the area of study. Given the level of education the respondents also clearly understood the ethics of research and thus were expected to give honest and informative responses which would add to the credibility of the final research findings and report.

**4.2.4 Current Designation**

The study sought to establish the current designation of the employees in the organization

**Table 4.5: Current Designation in the Organization**

<b>Current designation</b>	<b>Frequency</b>	<b>Percentage</b>
Chairman	1	2.5%
Managing director	1	2.5%
Program managers	5	12.5%
Finance managers	2	5%
Project managers	2	5%
Others	6	15%
<b>Total</b>	<b>40</b>	<b>100</b>

From the findings shown in the table 4.5, majority of the respondents were field officers and other job categories. This therefore would suggest that they were able to appreciate and understand project implementation challenges. Thus, they were expected to give honest and informative responses which would add to the credibility of the final research findings and report.

**4.2.4: Period Worked Within the NGO**

The study sought to establish that the employees had worked with the CBO.



**Table 4.6: Period Worked Within the NGO**

Period worked	Frequency	Percentage
1-5 years	17	42.5%
6-10 years	8	20%
11-15 years	9	22.5%
16-20 years	4	10%
Above 21 years	2	5%
<b>Total</b>	<b>40</b>	<b>100</b>

From the findings, majority (42.5%) of the respondents had worked with the CBO for between 1-5years, 22.5% had worked with the CBO for between 11-15 years, 20% had worked with the CBO for 6-10 years and 10% had worked with the CBO for between 16-20 years above while 5% had worked for over 21 years as shown on table 4.5. It was concluded that majority of the respondents had worked at the CBO long enough to understand issues relating to project implementation. This could also indicate that they had first-hand experience and knowledge on how CBOs operations were handled and could give insights on any gaps that may exist.

**4.3 Project funding And Implementation of Projects**

This section assessed the extent to which project funding affected project implementation at the CBOs. The indicators for this variable were amount of funding, flexibility of funding and reliability of funding as presented in this section.

**4.3.1 Respondents Distribution as relates to influence of funding**

The respondents were asked whether amount of funding, flexibility of funding and reliability of funding affects project implementation at the CBOs. Their views are indicated in Table 4. 7

**Table 4.7: Distribution by amount of funding**

Project funding And Implementation of Projects	Mean	Standard deviation
Amount of funding influences implementation of projects schedule	4.11	0.33
Amount of funding influences implementation of projects budget	4.44	0.53
Amount of funding influences project stakeholder satisfaction	4.33	0.50
Flexibility of funding influences implementation of projects schedule	4.44	0.73
Flexibility of funding influences implementation of projects budget	4.11	0.60
Flexibility of funding influences project stakeholder satisfaction	4.44	0.73
Reliability of funding influences implementation of projects schedule	4.11	0.33
Reliability of funding influences implementation of projects budget	4.44	0.53
Reliability of funding influences of projects stakeholder satisfaction	4.11	0.60
<b>Composite Mean and Standard Deviation</b>	<b>4.28</b>	<b>0.54</b>

With a mean of 4.44 respondents agreed that Amount of funding influences implementation of projects budget. Therefore, with a composite mean of 4.28 from the study, it was found that project funding influences projects implementation.

This section assessed the extent to which influence of training affected project implementation at the CBO. The indicators for this variable were type of staff training, level of staff training and contact time as presented in this section. Their views are indicated in Table 4.8

**4.3.2Project training and implementation of projects**

**Table 4.8: Distribution by influence of training**

Project Training and Implementation of projects	Mean	Standard deviation
Type of staff training influences projects schedule	4.63	0.52
Type of staff training influences projects budget	4.00	0.00
Type of staff training influences project stakeholder satisfaction	4.63	0.52
Level of staff training influences projects schedule	4.13	0.64
Level of staff training influences projects budget	4.25	0.71
Level of staff training influences project stakeholder satisfaction	4.25	0.46

Contact time influences projects schedule	4.63	0.52
Contact time influences projects budget	3.88	0.35
Contact time influences projects stakeholder satisfaction	4.50	0.76
<b>Composite Mean and Standard Deviation</b>	<b>4.32</b>	<b>0.50</b>

With a mean of 4.63, respondents agreed that Type of staff training influences projects schedule. Therefore, with a composite mean of 4.32 from the study, it was found that project training influences projects implementation at the CBO.

This section assessed the extent to which structural factors affected project implementation at the CBO. The indicators for this variable were type of project structures at the CBO, efficiency of project structures in the CBO and project leadership as presented in this section. Their views are indicated in Table 4.9

**4.3.3 Project structure and project implementation**

**Table 4.9: Distribution by influence of structure**

<b>Project Structure and Implementation of Projects</b>	<b>Mean</b>	<b>Standard deviation</b>
Type of project structure influences projects schedule	4.44	0.73
Type of project structure influences projects budget	4.22	0.67
Type of project structure influences project stakeholder satisfaction	4.33	0.71
Efficiency of project structure influences projects schedule	4.11	0.33
Efficiency of project structure influences projects budget	4.33	0.71
Efficiency of project structure influences project stakeholder satisfaction	4.33	0.50
Project leadership influences projects schedule	4.22	0.83
Project leadership influences projects budget	4.22	0.67
Project leadership influences of projects stakeholder satisfaction	4.22	0.67
<b>Composite Mean and Standard Deviation</b>	<b>4.23</b>	<b>0.65</b>

With a mean of 4.44, respondents agreed that Type of project structure influences projects schedule. Therefore, with a composite mean of 4.23 from the study, it was found that project structure influences projects implementation at the CBO.

This section assessed the extent to which stakeholder involvement affected project implementation at the CBO. The indicators for this variable were number of project stakeholders, skills of project stakeholders and level of education of stakeholders as presented in this section. Their views are indicated in Table 4.10

**4.3.4 Stakeholder involvement and project implementation**

**Table 4.10: Distribution by influence of stakeholder involvement**

<b>Stakeholder Involvement and Project Implementation</b>	<b>Mean</b>	<b>Standard deviation</b>
Number of project stakeholders influences projects schedules	4.00	0.00
Number of project stakeholders influences projects budget	4.63	0.52
Number of project stakeholders influences stakeholder satisfaction	4.00	0.53
Skills of project stakeholders influences projects schedule	4.50	0.76
Skills of project stakeholders influences projects budget	4.00	0.53
Skills of project stakeholders influences stakeholder satisfaction	4.50	0.76
Level of stakeholder education influences projects schedule	4.00	0.00
Level of stakeholder education influences projects budget	4.75	0.46
Level of stakeholder education influences of stakeholder satisfaction	3.88	0.64
<b>Composite Mean and Standard Deviation</b>	<b>3.81</b>	<b>0.46</b>

With a mean of 4.75 respondents agreed that Level of stakeholder education influences projects budget. Therefore, with a composite mean of 3.81, it was found that project stakeholder involvement has an influence on project implementation.

A summary of key findings deduced from the data analysis of this study are summarized in table 4.11 with respect to the research objectives and their composite mean and standard deviation derived during data analysis:

**4.4 Summary of the Findings**

**Table: 4.11 Summary of Key Findings**

<b>Research Objectives</b>	<b>Arithmetic Mean (<math>\bar{x}</math>)</b>	<b>Standard Deviation (<math>\delta</math>)</b>
1. To assess the influence of project funding on implementation of projects in CBOs in Kenya	4.28	0.54
2. To assess the influence of project training on implementation of projects in CBOs in Kenya	4.32	0.50
3. To assess the influence of project structure on implementation of projects in CBOs in Kenya	4.23	0.65
4. To assess the influence of project stakeholder involvement on projects in CBOs in Kenya	3.81	0.46

Influence of project funding on implementation of projects in CBOs in Kenya; a case of Child Regional Education Support Services had a composite mean of 4.28 and a composite standard deviation of 0.54. Influence of project training on implementation of projects in CBOs in Kenya; a case of Child Regional Education Support Services had a composite mean of 4.32 and a composite standard deviation of 0.50. Influence of project structure on implementation of projects in CBOs in Kenya; a case of Child Regional Education Support Services had a composite mean of 4.23 and a composite standard deviation of 0.65. Influence of project stakeholder involvement on projects in CBOs in Kenya; a case of Child Regional Education Support Services had a composite mean of 3.81 and a composite standard deviation of 0.46.

**4.5 Discussions of the Findings**

This section focuses on detailed discussion of the findings of the study. It focuses on some of the issues associated with management of project funds that emerged out during the study. Discussions of findings were done according to each independent variable.

**4.5.1 Project Funding**

The study sought to establish how amount funding influences implementation of projects. The study established that 35% of the respondents indicated that amount of funding greatly influenced implementation of projects. Sabatini (2002) argues that CBOs have limited resources, and therefore they have to develop partnerships with other organizations and donors that can provide resources. Most of the respondents indicated that flexibility and reliability of funding, to a very large extent or to some extent influenced implementation of projects. Thorn (2011) argues that the donors and outside partners do not just give resources; they also want to control the activities of the organization to ensure that they are aligned with their interests. Foller & Thorn 2008 argues that the erosion of organization autonomy could entail the organization being expected to adopt the donor’s criteria for implementing and monitoring programmes, including using a logical framework and articulating results in complicated formats using western languages which the organization members are not familiar with. If this happens organizations become more attuned and accountable to donors’ needs than to the people they are meant to represent and serve.

**4.5.2 Project Training**

The study established that most of the respondents, regardless of whether they attended training or not, stated that staff training, to a very large extent, influenced implementation of projects. From these findings, it is clear that staff training on project management is important for management of project funds. This is in agreement with Roberts, (2007) who recommends that some projects may benefit if their participants are trained in project management. Taylor, (2006) argues that organizations are now being more selective about whom they choose to put in the project management pool, and they are beginning to ensure that these people have the requisite skills, training and experience. Taylor, (2006) recommends that a project manager must have a strong, active, and continuous interest in teaching, training, and developing subordinates.

**4.5.3 Project Organizational Structure**

The study sought to determine the influence of project organizational structure on implementation of projects by community based organizations. The study revealed that more respondents strongly agreed or agreed with the statement that clear understanding of members’ roles and responsibilities has an influence on the management of project funds hence better implementation of projects. This agrees with Forsyth 2005 who argued that effective group performance depends to a large extent, on the size of the group. In order to be effective, group size should be kept to a minimum without jeopardizing workload and goal achievement.

**4.5.4 Project Stakeholders’ Involvement**

On whether stakeholders’ involvement affected project implementation at the CBOs, 10% of the respondents somehow agreed with the view that skills of project stakeholders affected project implementation at the CBOs. 50% agreed while a further 25% strongly agreed.

The respondents indicated that stakeholders were involved in different ways. For the beneficiaries, they were involved by accepting to work hard with the resources provided to make sure that they were successful in life. For the donors, they were involved through audits and providing technical support whenever they could to ensure project success.

**4.6 Study Conclusions**

In alignment with the objectives of this study, the following conclusions were made following data collection and analysis.

Research objective one in this study was to assess the Influence of Project Funding on projects in CBOs in Kenya. It was found that with a mean of 4.44, the Amount of funding influenced implementation of projects budget. It was therefore concluded that Project Funding influences implementation of projects in CBOs in Kenya.

Research objective two in this study was to assess the Influence of Project Training on projects in CBOs in Kenya. It was found that with a mean of 4.63, the Type of staff training influenced implementation of projects schedule. It was therefore concluded that Project Training influences implementation of projects in CBOs in Kenya.

Research objective three in this study was to assess the influence of Project Structure on projects in CBOs in Kenya. It was found that with a mean of 4.44, the Type of Project Structure influenced implementation of projects schedule. It is therefore concluded that Project Structure influences implementation of projects in CBOs in Kenya.

Research objective four in this study was to assess the influence of Project Stakeholder Involvement on projects in CBOs in Kenya. It was found that with a mean of 4.75, the Level of stakeholder education influenced projects budget. It is therefore concluded that Project Stakeholder Involvement influences implementation of projects in CBOs in Kenya.

## 1.7 Recommendations

### 4.7.1 Policy Recommendations

It was therefore recommended that development partners should increase their level of funding to CBOs since they play an important and relevant role in providing services at the local level. CBOs positively affects the process of rural change i.e. increase in income, improvement in health, nutrition and literacy status of the populations. It was recommended that Community Based Organizations hire qualified staff and in addition, it trains them to enable them deliver services optimally and to also enable employees deliver quality services. Following the unique operations and accounting for CBOs, it is important that staff is trained on the operations for timely project implementation.

It was recommended that Community Based Organizations be encouraged to adhere to organizational structure, develop well defined member roles and responsibilities so as to ensure projects funds are efficiently and effectively used. It was therefore recommended that the organization engages the stakeholders more to harmonize goals and objectives with the aspirations of the stakeholders and reduce dissonance levels thereby increasing satisfaction. It is also recommended that the CBOs involve stakeholders in all their strategic management right from strategic formulation to strategic evaluation. This will reduce the levels of resistance and also ensure that the stakeholders support the activities of the organizations.

### 4.7.2 Recommendations for Further Study

This study was based on factors influencing implementation of projects in CBOs in Kenya using a case of Child Regional Education Support Services. The study centered on key factors in the NGO sector. The following are suggestions for further study:

1. To allow for generalization, it is recommended that another study be carried out to establish factors affecting project implementation in Government organizations. This is specifically because Government organizations operates differently from those in NGOs.

2. It is recommended that further studies be carried out on factors influencing implementation of projects in other CBOs for generalization.

3. It is also recommended that an in-depth study be carried out on gender role in community based organizations undertaking development projects.

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