

**INFLUENCE OF STRATEGY IMPLEMENTATION DRIVERS ON  
PROJECT PERFORMANCE IN NON GOVERNMENTAL  
ORGANISATIONS: A CASE OF RIZIKI KENYA**

**BY  
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for the Award of the Degree of Master of Arts in Project Planning and  
Management of the University of Nairobi**

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## **DECLARATION**

This research Project Report is my original work and has never been presented for the award of any other degree in this university or any other university

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## **DEDICATION**

To my lovely wife Jane, our daughters Abigail and Praise; my parents Patrick and Harriet; and my sisters Becky and Naomi for their prayers, inspiration and encouragement.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

CDF	Constituency Development Fund
CESP	Child Education Sponsorship Project
HRM	Human Resource Management
NGO	Non Governmental Organisation
OVC	Orphans and Vulnerable Children
PMI	Project Management Institute
SD	Standard Deviation

## ABSTRACT

This study sought to investigate the influence of strategy execution drivers on project performance in non-governmental organizations in Kenya with a particular focus on Riziki Kenya situated in Kibra slums, Nairobi County. The objectives of the study were to investigate how leadership, communication, competency and organizational culture drivers influence project performance at Riziki Kenya. Descriptive research design was employed to undertake the study problem because it allows complete description of the situation hence minimizing chances of prejudice in the collection of data as variables cannot be manipulated. The population targeted by the study comprised of all the 8 employees of Riziki Kenya and 70 caregivers of the orphaned and vulnerable children enrolled in the Child Education Sponsorship Project. A census survey was used to obtain the subjects of the study for it allowed for an in-depth study of the problem under investigation and collection of data with a high degree of accuracy. Further, census survey was suitable since the target population was small such that data collection could be undertaken at a reasonable time, cost and energy. Triangulation was adopted in the study whereby questionnaires were administered on the caregivers and interviews conducted on the employees. Before the actual data collection was carried out piloting of questionnaires was done on 10% of the target population to enhance their reliability. The subjects involved in piloting were not included in the actual study. Data collected was both quantitative and qualitative and therefore it was analyzed using Statistical Package for Social Sciences (SPSS) version 20 and content analysis respectively. Quantitative result findings were presented in tables whereas qualitative results findings were presented in prose form. The study findings indicated that leadership, communication, competency and organization culture drivers influenced performance of the Child Education Sponsorship Project significantly. Majority of the questionnaire respondents felt that the aforementioned drivers influenced performance of the CESP to either a high or very high extent ranged between 85% - 89%. Similar sentiments were expressed by all interview respondents. In conclusion, leadership style and support are pivotal in motivating the project team, mobilizing and allocating resources, creating conducive work environment for innovation which positively influence project performance; if communication is clear and consistent a common understanding is established among all stakeholders; selection of qualified staff, regularly building staff capacities and evaluating their performances has a bearing on project performance in a positive way; and a culture that fosters participation of all stakeholders and development of friendly and appropriate policies and rules is essential in project performance. The study recommends that leadership trainings should be regularly conducted on the leadership of organizations, communication should be clear and consistence and appropriate channels used, effective cultures that encourage participation of all stakeholders must developed and nurtured and Staff's capacity should be constantly enhance through selection, training and performance evaluations.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the study**

Non-Governmental Organizations (NGOs) also commonly known as non-profits and charitable organizations, offer projects and services to very deserving susceptible individuals and communities (Ramadan 2015). They are autonomous privately run agencies whose focus is to advance the quality of life of the underprivileged individuals. NGOs vary in size, formation and even thematic areas of interest.

NGOs relevance in the development work began to be noticed in the late 1980s where they captivated donor agencies and governments especially from the first world due to a myriad of reasons. Lewis & Kanji (2009) states that development funders from the west who had happened to be aggravated with the often overbearing and unproductive state to state, financial aid tied to projects then in fashion found NGOs as the best alternative for channelling development aid. NGOs provided huge flexibility in terms of these ways which possibly provided greater chances of execution at the local level and community involvement. It was established that in most cases the underprivileged persons were often sidestepped by the present public services given that many state organization experienced financial constraints and the procedures for coming up with concrete decisions was hijacked by the privileged (Lewis & Kanji, 2009)

Further, NGOs were generally seen to operate at lower costs due to their use of voluntary community inputs and as having the capacity for experimentation and inventiveness with different ideas and approaches to development (Lewis & Kanji 2009). Today, the role of NGOs continues to be recognized globally and their growth continues unabated at all levels. NGOs have not only become known for their active role in their traditional activities of delivering fundamental services to the needy and planning policy advancement and public crusades for change but also in response to crisis, strengthening of democratization processes, resolving conflicts, civil liberties work, policy assessments, conducting studies and in enlightening the general public (Lewis & Kanji 2009).

However, the environment in which NGOs operate is very fluid just like it is for commercial and public organizations hence the need to plan strategically and

implement the selected strategies so as to remain not just operational but also effective. Ramadan (2015) contends that nowadays NGOs have realized the significance of executing game plans purposely to counter developments in their functioning setting. Further, Ramadan (2015) posits that strategy execution being a vibrant undertaking is of remarkable need to non profits given that they operate in a background characterised with difficulty, volatility, change and unanticipated conditions. As a consequence, these non profits stand to benefit significantly in terms of efficacy, good organization and general performance on condition that strategies are executed in the right way (Ramadan, 2015). Strategies are realized through projects because projects are actually building blocks for strategy implementation. Strategic actions cannot be carried out without projects (Blaskovics, 2014).

Studies indicate that strategy implementation is not a walk to the park; it is a difficult thing to do. Cater & Pucko (2010) establish that despite the fact that 80% of organizations possess appropriate strategies, a paltry 14 % succeeded in executing them properly. Raps (2004) asserts that the actual rate of executing strategies successfully lies in the range of 10% to 30%, a depressed rate which is upsetting, particularly since an increasing number of organizations in recently have put in substantial amount of capital to build up strategic management expertise. Failed strategies negatively impact the organization and leads to imbalance between expected outcomes and the resources spent (Madhavan & Rathi).

Management scholars and researchers have argued that successful strategy implementation and overall organisational performance is possible on condition that certain factors also known drivers or levers are incorporated or obstacles removed prior to implementation. Strategy implementation failure is a consequence of poor communication of strategies to all employees, lack of top management support, poor managerial and leadership skills and poorly designed reward systems (Cater & Pucko 2010). Kaplan & Norton (2001) in their study found that expounding and translating an organization's bigger dream and strategy; communication; planning along with target setting; as well as strategic response plus learning as critical drivers in the implementation of an organisational strategies.

Crittenden & Crittenden (2008) in their study suggested two broad drivers of strategy execution and include structural and managerial which influence the process of developing and executing strategies and ensure strategy creation-execution-performance. Structural drivers entailed: cross-functional assimilation and company cooperation; activities for instilling learning in a firm and constant improvement exercises; strategic supportive structures and rules. On managerial levers they stated that exercising of strategic leadership; appropriate resource allocation; tracking performance and organisational culture as critical drivers.

### **1.1.1 Riziki Kenya**

Riziki Kenya formerly known as Window Development Fund is a local Christian welfare and development organization based in Nairobi. It was formed in the year 2000 and duly registered with the government of Kenya in the year 2001. As a strategic move, in 2007 Riziki Kenya changed its name to mirror its search for changed sources of income for the disadvantaged in the community.

Riziki Kenya is established on two Biblical narratives namely (1 Chronicles 4:9-10 and Matthew 14:16) that gives it the authority to take part in the empowerment and transformational development agenda in its projects in different parts of Kenya (<http://www.rizikikenya.or.ke/>)

#### **1.1.1.1 Child Education Sponsorship Project (CESP)**

Riziki Kenya believes education is power and an effective distributor of life opportunities. Children under this project are identified through referrals by churches, community leaders and social workers while others are identified by the Riziki team in the course of their fieldwork. The selected children are then enrolled into both boarding and day schools at the primary and secondary levels. The project offers school fees, books, stationery, and upkeep. Many children have been sponsored to acquire education from various schools across the country. Currently, the project has a total of 245 beneficiaries.

The sponsorship project aims to support the children throughout their educational life up to tertiary level, which includes University. Those who fail to gain admission into public institution e.g. University, are sponsored to pursue vocational training.

Children are sponsored into reputable schools and colleges throughout the country. Riziki Kenya's strategic direction is presented in 2 key strategic statements namely:

**Vision:** Riziki Kenya is a Christian Organization that aspires to be the global transformational model for holistic child development and livelihood support.

**Mission:** Riziki Kenya exists to transform lives through providing an enabling environment for holistic child development and empowering the community for self reliance.

CESP has the following objectives: To identify needy children, respond to their needs through provision of psychosocial and educational support; to mobilize resources and facilitate the delivery of quality education; and to provide leadership in championing advocacy for the children's rights especially their rights to education.

## **1.2 Problem Statement**

In the NGO world projects are widely used to address problems facing communities at grassroot level. Despite the fact that projects are so important in not only realizing strategies but also addressing the needs of the disadvantaged, their performance has remained poor across the globe.

A study conducted on World Bank's projects in the year 2000 by the US government's Meltzer Commission established that over fifty percent of different projects initiated by the bank failed whereas another study conducted by Standish Group (2009) on all sizes of firms specializing in IT projects in the US exposed that below 25% of projects were executed successfully and nearly 76% did not succeed failed. Similarly, Helaka (2002) observes that only a paltry 36% of donor funded projects are successful. He further argues that if 64% of international development projects are not meeting set objectives, the delivery of those projects needs to change. In Kenya, the narrative is the same. Mathew (2011) posits that about 30% of non-governmental organizations experience failure in their projects.



On account of the prevailing poor performance as demonstrated in the literature, the researcher seeks to examine the influence of strategy execution levers on performance of projects in non-profits using a case of Riziki Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the influence of strategy implementation drivers on project performance in NGOs with a focus on a case of Riziki Kenya.

### **1.4 Objectives of the study**

The study aimed to achieve the following objectives:

1. To examine how leadership driver influences project performance at Riziki Kenya
2. To examine influence of communication driver on performance of projects at Riziki Kenya.
3. To investigate influence of competency driver on project performance at Riziki Kenya
4. To examine how organizational culture driver influences project performance at Riziki Kenya

### **1.5 Research Questions**

The study endeavoured to respond the enumerated study questions in an attempt to address the problem of the study:

1. How does leadership driver influence performance of projects at Riziki Kenya?
2. To what extent does communication driver influence performance of projects at Riziki Kenya?
3. To what extent does a competency driver influence performance of projects at Riziki Kenya?
4. How does organizational culture driver influence performance of projects at Riziki Kenya?

### **1.6 Significance of the Study**

The research findings would be of great importance to Riziki Kenya management in improving performance of their projects since the critical role played by various

drivers of strategy implementation was brought to light. Other similar NGOs implementing projects would learn from the findings of the study and domesticate best practices with an intention of enhancing performance of their projects. The research also adds to the body of knowledge and interested researchers could replicate the same study elsewhere or use its recommendations to come up with new studies.

### **1.7 Limitation of the Study**

Both the questionnaire and interview response rates were below the target. Kibra slums experienced unprecedented politically motivated violence causing some respondents either to flee to their rural homes or move to other parts of the city hence becoming inaccessible to participate in the study. Regardless, the registered response rate was over and above the recommended rate of 50% of sample populace.

### **1.8 Delimitations of the Study**

The research was conducted at Riziki Kenya which is located in Kibra slums in Nairobi. In terms of ease of accessibility and convenience to the research, it scores high. The study investigated only four drivers of strategy implementation though literature in this area is awash with other drivers. This is because of limitation of time and financial resources to study all known drivers of strategy implementation

### **1.9 Basic Assumptions of the study**

The research supposed that participants would provide truthful as well as accurate information that would form basis for coming up with credible findings and conclusions

### **1.10 Definition of Key Terms.**

**Competency drivers** are the activities designed to develop, improve and sustain employees' ability to execute a strategy, a project or to put an innovation into practice (Fixsen et al, 2005)

**Communication driver** refers to the ability of communication to promote or aid implementation of strategies or projects. Aspects of communication that influence

implementation include choice channels of communication, direction and frequency, clarity and consistency among others.

**Organization culture driver** refers to the pattern of values, norms, beliefs, attitudes, behaviour, habits and lifestyle of an organization which aid implementation of innovations, strategies and projects.

**Leadership driver** refers to leader's qualities and abilities that inspire others and aid in achievement of project, program or strategy objectives actively.

**A Project** is defined as temporary endeavour that delivers unique products and services.

**Nongovernmental Organizations** refer to private, charitable, not-for-profit organizations operating at grassroot level, national level and regional or international level engaged development work with an aim of improving lives of the disadvantaged. They include organizations founded on beliefs, general public organizations, organizations founded at the grassroot level and International organizations

**Riziki** is a Kiswahili word which translated into English means provision

**Project Performance** can be defined as the measure of achievement of established objectives in a meaningful way and within the agreed project qualities.

**Strategy Implementation** is the conversion of a selected strategy into an action by a firm for purposes of accomplishing premeditated aims and objects (Lodato, 2014).

**Strategy Implementation Drivers** are factors that enhance successful implementation of strategies in organizations. They are also known as levers.

### **1.11 Organisation of the Study**

This research comprises five chapters:

The introduction focuses on the background, statement of the problem, the rationale of the research, objectives, study questions and the importance of the research. Further, it outlines research limitation, delimitations, basic assumptions along with

defining key terms as used in the research. It concludes by describing the way the study is organized detailing what is contained in each chapter.

Literature review kicks off with a short preamble of the entire chapter, then a detailed discussion focusing on the concept of strategy implementation, project performance and measurement criteria, success/failure of projects, influence of leadership drivers on project performance, influence of communication driver on project performance, influence of competency drivers on project performance and effect of organization culture driver on project success/failure. In addition, the chapter also discusses the theoretical and conceptual frameworks of the research, delves into the gaps in knowledge established from the reviewed work of other scholars and ends with a summary of the chapter.

Chapter Three focuses on the design of the research, population targeted by the research, size of the sample population, procedure for determining the sample population, pretesting of the study instruments, consistency and validity of research instruments, methods applied by the study to gather data, how data was analyzed along with consideration made concerning research ethics. The chapter then ends with operationalization of variables.

Chapter Four presents results of data analysis, discusses how data was analysed using descriptive statistics and content scrutiny as well as provides explanation of the results.

After all, the fifth chapter focuses on summary of the results of the research, a detailed discussion of the said results, a conclusion, recommendation founded on the research and closes with propositions for further study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discussed the concept of strategy implementation, project performance measurement criteria, and determinants of project success or failure. Further, it delves into literature related to the study variables, theoretical foundation of the study, conceptual framework, knowledge gaps and concluded with the chapter summary

#### **2.2 The Concept Strategy Implementation**

Scholars in strategic management have variedly defined strategy implementation although with some level of similarities. Pearce & Robinson (2007) define strategy execution as the process through which established work ideas are converted into functional and operational aims. It is the bridge between thoughts/ideas and actions (Madhavan & Rathi). Strategy execution is a cross-functional undertaking and the execution process sweeps through all managerial roles including, motivation, rewarding, management assessment and control processes (Raps & Kauffman, 2005).

Li et al (2008) consider execution as dynamic, repetitive and intricate procedure which is made up of a chain of resolutions and activities by the management as well as the subordinates affected by a number of interrelated inside and outside factors to translate premeditated plans into actuality so as to achieve a tactical objective.

Thompson & Strickland (2003) view strategy execution as the process of actualizing organizational objectives, plans, and guiding principles through creation of programs, financial plans and procedures. Further, they posit that it involves conversion of the created strategies into a simpler group of actions and then ensuring that the set objectives are successfully achieved as per the laid down organizational plans.

#### **2.3 Project Performance and Measurement Criteria**

Projects are used in all profitable and non-profitable sectors as avenues of organizing activities aimed at achieving desired objectives (Beleiu et al, 2015). Projects are rolled out to achieve a specific objective-the end result. They consume resources and they must be completed within a certain timeframe while meeting quality requirements. Project Management Institute ([PMI], 2013) argues that failure by an organization to

complete projects within stipulated timeframe, financial plans and more importantly achieving goals considerably affects its ability to live on and even succeed.

Performance measures can be associated with attainment or non attainment of intended deliverables, related benefits and meets or does not meet customer satisfaction. Traditionally, performance of a project has been viewed basically as achieving the objectives and the intended outcome in conformity with preset conditions of time, budget, and quality demonstrated in the golden triangle (Beleiu et al, 2015). They however contend that due to increased development of knowledge in the project management field, the three factors have been found inadequate to describe project performance. In addition, projects are unique in many ways including size, complexity, objectives, and geographical location among other characteristics. This uniqueness also explains why the criteria for measuring success or failure of projects will vary from one project to another.

At the very beginning of any project, the goals, the deliverables and requirements must be stated in clear terms. This will form a strong foundation of determining the project performance. As already mentioned, a project is successful if it is completed on time, within predetermined budget and once completed it satisfactorily meets quality expectations of the project stakeholders (donor and the beneficiaries). Numerous studies have been conducted to establish why projects fail or succeed.

Hyvari (2006) in his study on the success of projects in different organizational conditions established that leadership, communication and external environment greatly influenced project performance. Jumba (2013) points out that certain factors which include competences, skills and experiences of the project manager and project team along with the use of suitable project management tools, procedures and methodologies coupled with configuration of the outcomes of the project to organization strategy, management of the project stakeholders' expectations and timely risk management considerably impacts project success.

Gathoni (2016) conducted a study on the drivers of effective project performance on projects funded by Constituency Development Fund (CDF) in Kiambu County, Kenya using descriptive survey design and established presence of a significant

relationship between the research variables and performance of CDF projects. The variables of study included managerial skills, stakeholders' participation, regulatory environment and resource mobilization which influence success of CDF projects in Kiambu County. The research found that project managers did not have adequate managerial skills, the regulatory environment was insufficient, stakeholders' participation was very minimal and involved select few and resources were inadequate to enhance efficiency and efficiency in performance of the projects.

## **2.4 Drivers of Project Performance**

This section presents discussion on drivers of project performance namely leadership, communication, competency and organization culture

### **2.4.1 Leadership Drivers and Project Performance**

McColl-Kennedy & Anderson (2002) defines leadership as creating a unambiguous vision, sharing the vision with the followers and resolving any conflicts existing between different individuals charged with the responsibility of achieving the company's' vision. Karas et al (2009) avows that leadership involves the ability to inspire others to take appropriate measures geared toward executing a goal or project

Leadership includes influencing as well as inspiring others to achieve a certain goal or even to complete a project. Projects have three core components namely time, cost and scope which define project performance. So as to achieve the aforementioned components, one must realize the influence of constructive leadership (Kara's et al 2009). Further, they state that the project manager's role is not limited to just managing project scope, budget, and schedule but also guide the team to a victorious execution of a project. A project leader has a duty to create the vision for the project, mobilize resources and inspire the project stakeholders in an attempt to accomplish project objectives. Anantatmula (2014) argues that clearly and unambiguously articulating the goals of a project and the anticipated results in time is very beneficial whereas failure to do so can result in discovering some of the project requirements belatedly in the life of a project. This in turn can trigger changes to the original project plan leading to time and cost overruns.

Appropriate organisational structure is crucial in defining responsibility and authority of the project leader for recognition by the project team. Effectual project leaders are well able of clearly defining the project dream and developing suitable project spirit in conformity to the project strategy and the overall organisational strategic plans which generate vigour, enthusiasm and dedication among the project team (Ahmed et al 2013). For improved performance the morale of the project team ought to be boosted and a culture promotes human relations and commitment created by the project team leader. The project leadership must meet the team members regularly and create an empowering climate (Ahmed et al, 2013)

Top management support is positively associated with performance of projects (Zwikael, 2008). The project leadership should therefore seek the backing of the top leadership of an organisation so as to access the requisite project resources, hence enabling the project team to determine activities, their logical sequence and scheduling. The top management can support project performance through the following processes: assigning appropriate project manager to run a project, ensuring communication among leaders of projects along with the rest of the organization, establishing project performance measurement, developing interactive inter-departmental project groups and ensuring proper planning for organization project resources (Zwikael, 2008)

Chaudhry et al (2012) conducted a research on effect of leadership on project performance using four main consultancy companies in Lahore, Pakistan through a survey applied in structured questionnaires. They found that leadership is vital: in providing guidance to staff, in effective and efficient management of staff as well as in enhancing working collaboratively with all staff to comprehend the nature of their tasks and addressing challenges they face in the line of duty. Further, leaders should train the workers to enable them understand their tasks which is helpful in achieving project goals as well as understanding the new techniques and procedures.

Obiwuru et al (2011) opines that a style of leadership exercised by leaders in an organisation plays an essential function in either promoting or impeding the interests and dedication of the employees in the organization. According to Jiang (2014) leadership style is hardly considered among the project success factors; it influences



the performance of project via numerous ways including the shared teamwork, appropriate management of resources, and effective communication with all relevant stakeholders. A project leader should use his/her good judgment to make intricate choices by employing leadership skills as well as direct the team in accordance with a given situation (Ahmed et al, 2013)

(2010) avows that since projects are not only unique but also confronted with uncertainties, leadership responsibility presume a great significance. Leadership's energies are focussed towards compelling subordinates about the need to embrace new developments, coordinating them in line with the new changes, and inspiring employees to work as a team with an intention of accomplishing objectives of a project under challenging circumstances. In projects, people from multiple disciplines and across functions require a considerable magnitude of harmonization to complete tasks faced with project limitations. Hence, the project leader must clearly define the duties of each and every member of the project team- a significant driver of project performance and results. Anantatmula (2014) further states that the definition of roles will lead to development of official procedures that would spur understanding of the organisational needs required to externally as well as internally shore up the project.

#### **2.4.2 Communication Driver and Project Performance**

Communication entails the creation, transmission and interpretation of ideas, facts, opinions and feelings. It is the process of exchanging ideas, feelings, and views with other interlocutors and having a mutual understanding of the information exchanged. Organizational communication is directional in that it can be upward, downward, diagonal or lateral. Effective communication is critical if shared meaning is to be established. Effective communication simply defined is sharing of information that is clearly known and understood by both the sender and the recipient in the same way.

According to PMI (2013) communication is a core competence that when correctly implemented links all members of the project team to a shared set of strategies, goals and actions. Not until these elements are appropriately shared by the project leader and well fathomed by players in the project, the expected results are in jeopardy and finances invite needless peril. Project quality and schedule will be affected too. PMI (2013) exposed that the chief significant success aspect in management of projects is

communication with all persons affected in one way or another by the projects. Further, the institute found that successful communication results to more successful projects, permitting organizations to become soaring performers, implementing typically of over eighty percent of projects on schedule, on budget while accomplishing already set goals.

Communication of shared understanding is critical in the execution process. Rapert, Velliquette & Garretson, (2002) postulate that a strategic compromise is realized and organizational performance enhanced in situations where top bottom and bottom top communication is regularly used. Communication that allows the flow of information in two directions is very important especially when implementing a project. An effectual two directional communication involves both the senders and receivers in a fruitful conversation regarding the dream as well as extent of the anticipated change attempt and its organizational and individual ramifications, thus dipping likely opposition to change (Levasseur, 2010). This takes place since successful communication fosters an understanding that the individuals affected by the change, their feelings and opinions are vital thus; it promotes the intensity of commitment and participation essential to aid stakeholders in dealing with their worries adequately and create a sense of loyalty to the project (Levasseur, 2010).

Ofori (2003) in his study found that communication was among the four most important critical factors responsible for project success. These factors included top level management, simplicity of objectives and consultation with all individuals affected by the project. Corroborating Ofori's findings PMI (2013) in their study established that top level managers and project leaders globally concur that ineffective communication around the world agree that poor communication adds to project collapse.

Exchanging information regarding a project is a difficult, progressive process for a project leader and all stakeholders (Kliem, 2007). He argues that the bulk of communication flow through the project leader who has to send and receive information frequently with a myriad of stakeholders at numerous ranks in an organization counting the direct reports who are the creators of the output needed for the end product; line heads, for instance those in first and second ranks in the

organization to acquire resources; higher-ranking managers concerning project status; and clients from technical and common business viewpoints to make clear information and obtain necessary approvals. Hence, project leaders' capacity to communicate is essential skill they ought to have if they anticipate to register winning successful results for their projects.

Ineffective exchange of information can have expensive ramifications on projects while their execution is ongoing through the life cycle (Kliem, 2007). He explains that in case communication does not materialize at the initial stages of project execution, for instance when suppositions and aims are not clearly articulated, the prospect of undoing the mistake later becomes gravely challenging and very expensive. Projects increase impetus, and just few individuals would like to delay them while means are being sought to enhance exchange of information. Kliem, (2007) argues that any attempt to remedy ineffective communications can lead to deceleration of impetus, and prompting modifications and most unpleasant of all is that the dent may not be apparent possibly until the output or service is in assembly, resulting in grave repairing difficulties.

#### **2.4.3 Competency Drivers and Project Performance**

Competency drivers are the activities designed to develop, improve and sustain employees' ability to execute a strategy or put an innovation into practice (Fixsen et al 2005). They include staff selection, training and performance assessment. Sunday et al observed that selection is a crucial practice for a winning organization given that obtaining competent employees can advance and maintain an organisation.

Appropriate selection is more likely to result in hiring and retention of satisfied employees (Sunday et al). Moreover, they state that selection plays a role in ensuring worker performance and positive organization outcomes. Employees' selection is not a mere exercise of replacing the departing employees or expanding the workforce. It is an exercise that aims to bring on board high performing employees with demonstrated commitment. Recruitment and selection contribute immensely to the shaping of an organizations effectiveness and performance. Projects are implemented within constraints of time, budget and scope hence the need for selection of project teams with appropriate competencies for purposes of enhancing effectiveness.

Training plays a critical function in the realization of an organisational aim by integrating the interest of an organization and that of the work force (Stone, 2002). Training increases efficacy and competence of both the staff and the organization (Khan et al, 2011). Training enhances employees' capabilities in terms of increased skills and competencies. Though employee performance is influenced by other such factors as job satisfaction, organisation climate, knowledge and management, an association has been found to exist between training with performance (Nassazi, 2013).

Khan et al (2011) in their study about the effect of training and development on organization performance established that offering training on recruited employees helps them acquire know-how knowledge about the work effectively , cuts down on expenses and significantly reduces time losses , and more importantly provides the employees a platform to practice skills and knowledge acquired. It therefore follows that if employees have the necessary skills and competences, time and resources will be properly managed while a project is being implemented with high chances of the project ending successfully. Tabass & Bakar (2009) in their study found that use of unskilled labourers in construction projects resulted in cost overruns and schedule delays due to rework activities.

Training is considered among the key essential possible morale boosters with far reaching benefits to individuals and organizations both in the immediate term and continuing. On the same breath Cole (2002) elaborates that staff training potentially boosts morale since the trained staff develop amplified self-belief and enthusiasm; lowers expenses involved in creating products and services since potential threats are minimized given that skilled employees can come up with better-quality decisions; lowers turnover because of a sense of security created through training; plays a vital role in change management by escalating the grasp and participation of the workforce in the transformation exercise and present requisite expertise and abilities necessary to change to the current circumstances; affords acknowledgment, fosters dependability and the prospect of improved compensation; and aids in enhancing accessibility and fineness of employees.

Performance assessment is intended to measure the application and results of the competencies that are revealed in the selection standards, provided in capacity building, and toughened and extended in training exercises (Fixsen et al 2005). Performance assessment serves diverse organizational objectives such as offering responses to workforce regarding their performance, motivating superior performance, encouraging performance improvement, promoting training and mentorship, determining personalized training and development requirements, along with advancing in general organizational performance (Grote, 2002).

#### **2.4.4 Organizational Culture and Project Performance**

Fundamentally, culture exists where people share a common frame of references such as language, values, beliefs and assumptions for interpreting and reacting towards one another and towards their world (Singh, 2012). According to Stare (2012) a people's way of life is entrenched in them and unintentionally affects their actions – in other words culture influences their performance and the opposite is true.

Cultures play a crucial role in organizations by determining the important issues within them. For instance, they inform the identification and definition of core goals, policies and procedures and patterns of relationships and the way tasks are performed. Further, culture influences making of resolutions, reasoning, individual sentiments and the reaction to prospects and risks (Stare 2012). Within large organizations, there exist subcultures across functions and projects but the general corporate culture holds sway.

Organizational culture has been defined variedly by different by scholars. According to Yazici (2009) a way of life of an entity can be viewed in terms of ideals, attitudes, and behavioural customs that direct how individuals belonging to a firm perform their functions. It is the sum of the subtle qualities people have, their ideals, perspectives and even the way of thinking (Cerniauskiene, 2014). Organizational culture consist of a set of values, norms, beliefs, attitudes and suppositions, shared meaning, hopes, feelings, mannerisms, thinking, artefacts and customs (Armstrong 2009).

The way of life of an entity impacts specific project organisational culture including goal planning, staff dedication to aims, and project teams' performance (Stares,

2012). It can impact trust, connection and cooperation within a project team and influence innovation, group effectiveness and achievement, and the overall success of an organization (Reigle 2001).

Nguyen & Watanabe (2017) argue that individuals involved in projects originate from diverse backgrounds hence they bring their diverse behaviours and attitudes which can significantly influence project success. The cultural differences could breed disagreements associated with a persons' communication. A firm's way of life prescribes to some extent the conduct of people working there, what to concentrate on, their reactions to diverse circumstances, and their interactions with additional unfamiliar persons to the firm as well as isolation of individuals not able to adapt to the firm's way of life (Nguyen & Watanabe, 2017)

There are numerous means through which organisation's way of life can influence the way projects supervised and they entail: Organisational culture affects the way divisions should to relate and prop up one another other as they strive to achieve the objectives of the project; affects the degree of staff commitment to the project aims in the background of ensuring equilibrium between project goals and other possibly rival aims; the way of life of an organisation affects procedures for putting in place appropriate plans for a project for instance modalities for approximating work or allocation of human and financial capital to projects; and it influences a project leaders ability to assess performance of individuals involved in executing the project (Nguyen & Watanabe, 2017).

Doolen et al. (2003) in their study on the impact of organizational context on work team effectiveness in production teams of a *Fortune* 50 high technology company business unit, established existence of an important and positive correlation between team-leader effectiveness and team fulfilment and the organizational culture that supports communication and cooperation among teams. Measures such as such as the extent to which organizational culture supports the integration of the team into the rest of the organization, and the extent to which organizational culture values and supports the teams and teamwork were basis upon which variables used to define culture were anchored.

Tripath & Tripath (2002) carried out research regarding influence of organizational climate on organizational success where they surveyed 200 lower level and middle level managers in 5 private and 5 public organizations using an Organizational Climate Questionnaire comprising of measures such as efficacy, occupation contentment, organizational dedication and plans to stop working. They established that a strong relationship existed between the measures of organizational climate and organization success. Based on this finding they concluded that an organization where guidelines and tasks are clearly stated, relations among employees and the executive are conducive, workers actively involved in the process of making decisions, and they are inspired by way of setting up right compensation structure, opportunities of high achievements in firms will be realized, there will be more chances of organizational success.

Yazici (2009) in his research also established that family-like and market cultural orientations significantly affected project performance. The study showed that for a firm leaning to a family-like way of life orientation, execution of project activities can be achieved within schedule, financial plan along with achieving project aspirations, with a greater contentment, resulting in superior organization performance. On the basis of this finding it can be assumed that heightened equipping of employees and increasingly bringing the team on board on project matters, increasing teamwork spirit among all divisions, enhanced horizontal exchange of information, extra considerate atmosphere, and further acknowledgment for workers encompass a constructive influence on the way projects are fruitfully executed and the way firms are placed in an enhanced position to compete with peers.

Belassi (2013) in his study established the reason behind high failure rate in projects stemmed from the rigidity of organisations whereby they are predisposed to upholding unchanged structures, unchanged modus operand, unchanged way of life but still anticipate they expect a dissimilar results. A way of life defines the very entities and the way they conduct business and endeavouring to produce different results while not re-evaluate an entity's way of life is an exercise predestined to fail. Further, he posits that an entity's way of life defines its actions and if it creates or does not create mutual associations with all individuals involved.

## **2.5 Theoretical Framework**

A theory is a combination of well articulated ideas that serve to break down a certain phenomenon by giving variables of the laws that then relate the variables to each other (Kothari, 2004). This study is based on a theory of leadership known as Path-goal theory which was developed by House in 1971.

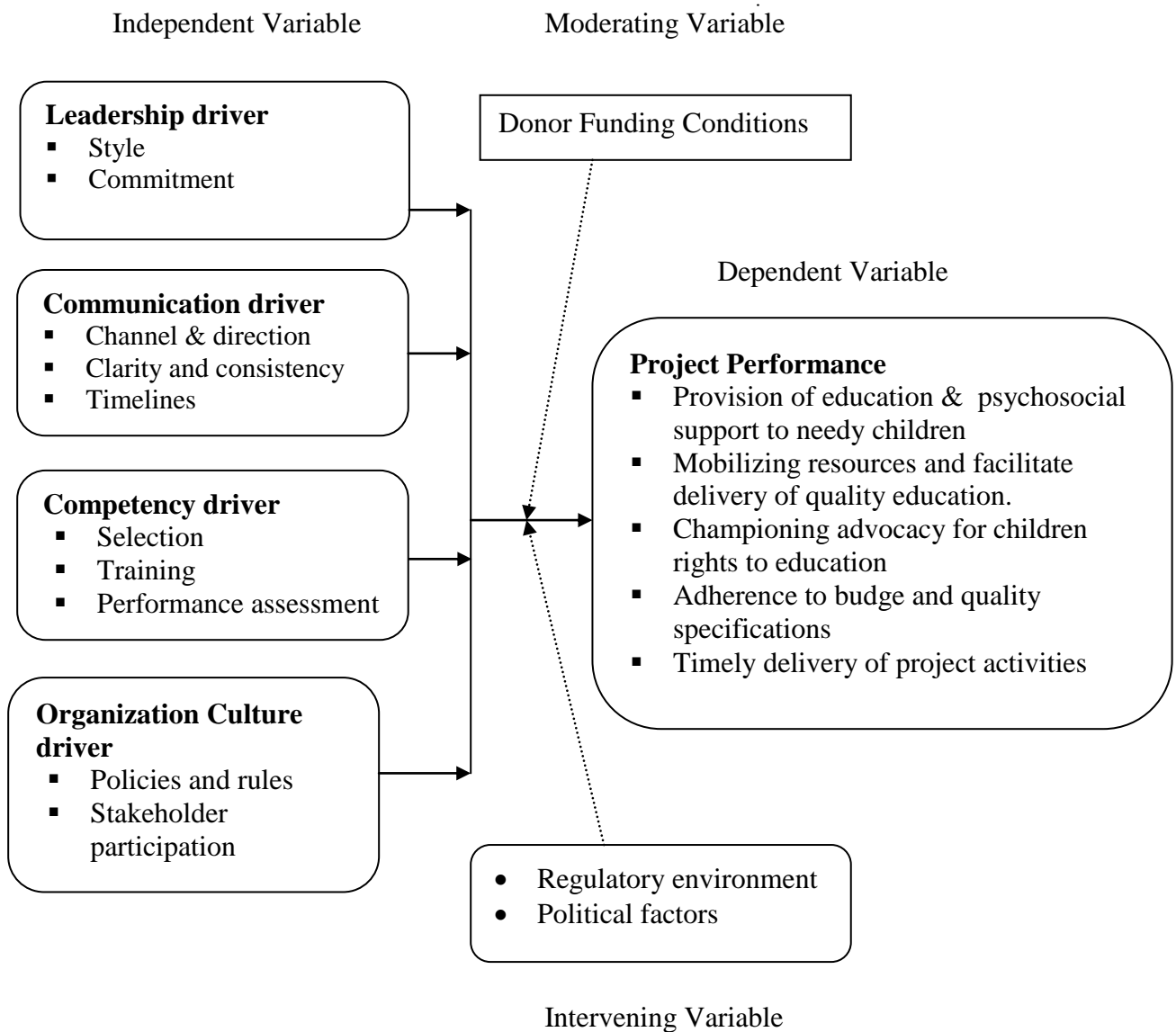
In reference to the theory, Jago (1982) avows that effectual leadership is viewed to entail behaviours that boost performance of subordinates as well as increase their contentment through improving emotional conditions leading to heightened inspiration or improved contentment. Hrebiniak (2006) stipulates that the functions of leader comprise of encouraging an atmosphere and a way of life, ensuring effective inner receptiveness and creativity of an organization, recognizing performance, addressing organizational politics as well and spearheading implementation making remedial modifications.

Path-goal theory explains that a leader's actions are tolerable and fulfilling to followers when these actions become source of contentment. House (1971) argues that a leader's behaviour will be motivational when it: makes satisfaction of employee needs contingent on effective performance; complements the environment of employee by providing coaching, guidance, support, and rewards which are essential for effective performance and which may otherwise be lacking in subordinates or their environment. Essentially, the leader's task is to assist followers in attaining their goals and objectives and to provide the necessary conditions to insure that such goals and objectives are compatible with the mission of the group or organization (Jago, 1982).

## **2.6 Conceptual Framework**

A conceptual framework is described as a provisional assumption of the occurrence that is being examined whose purpose is to bring to speed the remain portion of research plan — to aid in assessment and betterment of research objectives, creation of practical and appropriate study questions, choosing of suitable techniques, and recognition of prospective validity risks to his outcomes (Maxwell, 2012). The conceptual framework of the research is founded on five variables - four independent variables and a dependent variable as shown in diagram 1.





**Figure 1:** Conceptual Framework

### 2.6.1 Discussion of Conceptual framework

The conceptual framework of the research is founded on four independent variables and one dependent variable as presented in Figure 1. The study adopts the framework to address the research problem by answering four research questions. From the study, project performance which is the dependent variable is visualized as being determined by leadership, communication, competency and organizational culture drivers. In addition, the framework shows possible intervening variables which include regulatory environment and political factor, and moderating variable which is donor funding restrictions. The structure further includes the indicators of both dependent and independent variables.

## **2.7 Gaps in Knowledge**

Numerous scholars have underpinned the link between projects and organizational strategies. Projects are essential construction blocks used in executing strategies hence success in commerce is caused by the feat of projects (Meskendahl, 2010). Aligning projects with strategic objectives brings value to an organization (PMI, 2013). Despite the existence of such a strong relationship between projects and organizational strategies, limited research has been undertaken focusing on influence of strategy implementation drivers on project success or failure. Previous studies are awash with drivers of strategy implementation or factors influencing project implementation.

Cater and Pucko (2010) studied factors of effective strategy implementation in 172 Slovenian companies. Schaap (2006) studied the role of senior level leaders in relation to strategy implementation success. Li et al (2008) conducted literature review of factors influencing strategy execution in the gaming industry in Nevada. Kagendo (2009) examined factors influencing victorious execution of projects in NGOs in town slums in Kenya. Anunda (2014) studied factors influencing the performance of HIV/AIDs projects implemented by NGOs in Nairobi County, Kenya. The researcher did not come across any study conducted with an aim of establish presence of a relationship between drivers of strategy implementation and project performance hence the basis for the research.

## **2.8 Summary of Literature Review**

Based on the reviewed literature, the measurement of project performance cannot be pegged on a single standard measurement criterion due to the uniqueness of projects. This uniqueness is demonstrated in the diverse ways including sizes, complexities, objectives, geographical locations among many other features.

Further, literature reveals that leadership, communication, competency and organizational culture drivers significantly influence performance of projects. Effective leadership inspires the team to work hard towards achieving project objectives, avails requisite resources needed by the project, motivates the team and provides guidance to employees. Conversely effective communication ensures the whole project team and the organization is on the same page by ensuring that timely, consistent and clear information is shared. It also ensures that information sharing is

multidimensional and that the choice of media of communication is audience determined.

Effective selection and hiring is the first step in getting qualified staff for a project. Training enhances staff capabilities to enable them perform their functions effectively while evaluation of staff performance helps identify weaknesses among the team members which are addressed through training, coaching and mentoring. Each of these competency drivers play a critical role in ensuring that the staff involved in executing a project is well able to carry out all project activities. Lastly, an organization culture can either be a hindrance or an enabler of performance. It is an enabler if it enhances success of project activities and a hindrance if stifles performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research methodology that was used in the study. The areas tackled entail: research design, target population, sampling procedure, data collection, research instruments, reliability and validity of the study instruments, data analysis, ethical considerations, operationalization of variables table and concludes with a the chapter summary

#### **3.2 Research Design**

Research design is the organization of conditions for gathering and analysing of data in such a way that seeks to merge relevance to the study rationale with economy in process (Kothari, 2004). It is a presentation of a plan, configuration, or strategy of enquiry, which seeks to get or answer to different study questions (Shuttleworth, 2008).

Descriptive study design was employed to investigate the research problem. It is focuses on recounting of facts and description of features of a single entity, group, or condition (Kothari, 2004). Further, it avails room for narration, documentation, analysis and reporting of circumstances that exist or existed (Kothari, 2004). The study design is also preferred because it allows comprehensive description of the situation hence minimizing chances of prejudice in the collection of data because variables will not be manipulated. The research design was used because it allows the researcher to study the situation at hand in details in addition to establishing correlations between them.

#### **3.3 Target Population**

A target population is all cases under consideration where the specimen for a study is selected from (Kothari, 2004). Mathafena (2007) postulates that a population generally includes all potential subjects who have the qualities or features that are of the significance to the researcher. This study's target population comprised of all employees of Riziki Kenya and all caregiver. According to Riziki Kenya records there were eight employees and 70 caregivers. However, ten percent of the caregivers

participated in pre-testing the questionnaire hence they were excluded in the final study.

Caregivers were selected as respondents based on the assumption that since they were the primary individuals taking care of the OVC who directly benefited from the project, they had a better understanding of the project hence would provide accurate and reliable information relevant to the study. Conversely, OVC (the direct project beneficiaries) could not be involved in the study because they were either too young to provide reliable and accurate information relevant to the study or they could not be accessed since they were in different schools scattered across the country meaning substantial amount of time and financial resources would be required to involve them. The current project beneficiaries are 245 and Table 3.1 depicts their ages and numbers.

**Table 3.1 Direct CESP Beneficiaries**

Age	No. of Beneficiaries
Babies (0-2years)	4
Toddlers (2-5 years)	16
Children (5-13years)	15
Adolescents (13-21 years)	195
Youth>21 years	25
<b>Total</b>	<b>245</b>

### **3.4 Sample Size and Sampling Procedure**

Sampling is the process of gathering information regarding a whole population by looking into just a portion of it (Kothari, 2004). On the other hand, a sampling procedure is a method researchers use to draw together persons, or things for study (Mugenda & Mugenda, 2003).

#### **3.4.1 Sample size determination**

A sample is a smaller group of subjects obtained from the accessible population (Mugenda & Mugenda, 2003). If the accessible population is not huge such that data collection is inexpensive and less time consuming, studying the entire population is

recommended (Kothari 2004; Mugenda & Mugenda 2003). In this study the respondents involved are presented in Table 3.1

**Table 3.2 Sampling frame**

Respondents	Number
Employees (Interview Respondents)	8
Caregivers (Questionnaire Respondents)	63
<b>Total</b>	<b>71</b>

### 3.4.2 Sampling Procedure

The researcher used census survey to select the respondents of the study. Census survey is the complete enumeration of all items in the target population (Kothari, 2004). It is recommended in situations where the target population is not vast hence making it possible to conduct a study at reasonable cost, time and energy. Census survey allows for in-depth study of the problem under investigation, collection of data with a high degree of accuracy, and it is suitable for heterogeneous units.

### 3.5 Research Instruments

The study employed a questionnaire and an interview guide to gather primary data. The object of the study was to examine the influence of strategy implementation drivers on project performance in NGOs with a spotlight on Riziki Kenya, and for this reason the research instruments specifically had questions that focused on the study variables.

Questionnaires were administered to the caregivers of the children enrolled in Riziki Kenya's Education Sponsorship Project. The questionnaire statements were in structured form and were based on a 5 Point Linkert Scale starting from (1 = strongly disagree), (2 = disagree), (3 = neutral), (4 = agree) to (5 = strongly agree). Interviews were conducted on the five employees against initial plan of interviewing

eight. Interview questions were also structured and the researcher personally conducted them.

### **3.5.1 Piloting of the Research Instrument**

Pilot studies are undertaken for pre-testing research instruments so as to ensure that they are concise, clear, comprehensive and reliable. The Questionnaire was piloted to help identify any possible weaknesses and adjustments were made to make the test reliable, appropriate and comprehensible. According to Mugenda & Mugenda (2003), a pilot study sample should be in the range of one to ten percent of the sample size selected. In this study ten percent which is equivalent to seven respondents of study population of 70 participants were selected to participate in pre-testing the research instruments.

### **3.5.2 Reliability of the Research Instruments**

Mugenda & Mugenda (2003) defines reliability as a measure of the extent to which a research instrument produces steady outcome or data after repeat trials. Upon pre-testing the questionnaire items Cronbach's alpha was computed to determine their correlation coefficient using SPSS version 20. Alpha coefficient of .828 was obtained denoting presence of strong internal reliability.

According to Bryman (2015) Cronbach's alpha values range between one which denotes an ideal internal reliability and a zero which denotes absence of internal reliability. Alpha coefficient of 0.70 is used as the rule of the thumb to indicate the tolerable level of internal reliability.

### **3.5.3 Validity of the Research Instrument**

Validity refers to the extent to which outcomes achieved from the analysis of data essentially stand for the issue under investigation (Mugenda & Mugenda, 2003). To enhance content validity of the questionnaires, my supervisor evaluated the research instruments based on the following criteria: comprehensibility- does the test item carry the same meaning to different people?; length- is the length of the test item asked appropriate?; and relevance- are the test items correlated to the subject matter and comprehensively represent the realm of the research? Necessary adjustments were made on the instruments based on the experts' judgment

### **3.6 Data Collection Method**

The method of data gathering employed in any given research is predetermined by the data type that is required. (Kothari, 2004). For this research, triangulation was employed whereby two methods of data collection namely interview and use of questionnaires was applied.

Structured interviews were conducted on the employees of Riziki Kenya. Interviews allowed for collection of more and in-depth information

Subsequently, questionnaires were administered on the caregivers so as to collect primary data from them. Questionnaires enabled the researcher to gather unprejudiced data and gave the respondents adequate time to give well thought out responses. The researcher self-administered the questionnaires and therefore any clarification sought by the respondents was provided promptly and objectively. While the collection was going on data was examined for completeness, comprehensibility and consistency.

### **3.7 Data Analysis**

Gathered data was carefully and systematically organized in line with the questionnaire outline to make sure that coding was correctly done. Data cleaning and tabulation then ensued. The tabulated data was analyzed using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS) version 20. Qualitative data was analysed using content analysis and presented in prose form alongside results of analysed questionnaire data

### **3.8 Ethical Considerations**

The researcher obtained permission for data collection from the University of Nairobi, National Commission for Science, Technology and Innovation and the management of Riziki Kenya where the study was conducted. Secondly, informed consent was obtained from the respondents prior to data collection. The study population was fully informed about the reason, process and intended possible uses of the research and what their involvement in the research entailed.



The researcher also assured respondents that the information they provided would be held with highest level of confidentiality. Any elements from research records that risked unmasking respondents' identities were removed.

### 3.9 Operationalization of Variables:

<b>Variables</b>	<b>Variable Type</b>	<b>Indicator</b>	<b>Measurement Scale</b>	<b>Data Analysis</b>
Leadership driver	Independent	Support Styles Skills	Nominal Ordinal	Descriptive statistics
Communication driver	Independent	Channels/media Direction of communication Clarity and consistency Timeliness	Nominal Ordinal	Descriptive statistics
Competency driver	Independent	Staff selection Staff Training Staff performance assessment	Nominal Ordinal	Descriptive statistics
Organizational Culture driver	Independent	Stakeholders involvement Policies and procedures Internal coordination	Nominal Ordinal	Descriptive statistics
Project Performance	Dependent	Delivered on time  Within budget  Meets quality specifications  satisfaction	Nominal Ordinal	Descriptive Statistics  Inferential Statistics

**Table 3.3 Operationalization of variables**

### **3.10 Summary of Chapter Three**

Descriptive design was employed to investigate the problem of the study. It provided a roadmap for undertaking the study. The study targeted the eight employees of Riziki Kenya and the 70 caregivers. Census survey was the technique used to determine the subjects to be involved in the study hence the entire target population was the sample population.

Data was gathered using questionnaires and interviews. Questionnaires were distributed to the caregivers while interviews were conducted on the Riziki Kenya staff. This enabled collection of both qualitative and quantitative data. Structured interviews were conducted and allowed for collection of more and in-depth information. Conversely, questionnaires enabled the researcher to gather unprejudiced information and gave the respondents adequate time to give well thought out responses.

Questionnaires were pretested to identify and correct any weaknesses on ten percent (seven respondents) of the caregivers leaving 63 who participated in the final study. Cronbach's alpha was computed to test internal reliability of the pretested questionnaires where by a coefficient alpha of .823 was achieved which was above the recommended minimum alpha .70. Soundness of the research instrument was certified by testing length of the instrument items, comprehensibility of the items and their relevance by my project supervisor.

Quantitative data collected was analyzed using descriptive statistics with the help of Statistical Package for Social Sciences (SPSS) version 20. Qualitative data was analysed by means of content analysis and presented in prose form alongside results of analysed questionnaire data.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter outlines the responses from the caregivers and staff that formed the sample of the study whose main objective was to examine the influence of strategy implementation drivers on project performance in NGOs with focus on Riziki Kenya. Quantitative data was analyzed through descriptive statistics and presented by means of tables whereas qualitative data was analyzed by means of content analysis and presented in prose form.

#### **4.2 Response Rate**

Questionnaires were self administered on 54 respondents out of the target number of 63. The filled and collected questionnaires represented a return rate of 85.7% which is considered to be an excellent rate to form basis for making conclusions from the study findings. Mugenda & Mugenda (2003) stipulates that if a return rate of 50% is achieved then the data collected is statistically sufficient to undergo analysis and interpretation. Interviews were conducted on five employees of Riziki Kenya against a target of eight because the inaccessible respondents were on annual leave and could not be reached at the time of data collection.

#### **4.3 General Information**

This subsection presents background information of the subjects that participated in the study. Demographics presented entail gender, highest level of education, years worked and designation.

##### **4.3.1 Gender of the respondents**

The study wanted to find out gender distribution of the questionnaire respondents –the caregivers involved in the study and the results are presented in table 4.1

**Table 4.1 Gender of the Questionnaire Respondents**

Gender	Frequency	Percentage
Male	14	25.9
Female	40	74.1
<b>Total</b>	<b>54</b>	<b>100</b>

Results obtained indicated that majority of the respondents involved in the project were females at 74.1% while male respondents were 25.9% of the total respondents. This could be interpreted to mean that women participated more in the project than men. This could also imply that majority of the orphaned and vulnerable children were under the care of female respondents in that specific location.

Further, the study wanted to ascertain the gender of the interview respondents - the staff of Riziki Kenya who participated in the study and the findings is presented in Table 4.2

**Table 4.2 Gender of the Interview Respondents**

Gender	Frequency	Percentage
Male	2	40
Female	3	60
<b>Total</b>	<b>5</b>	<b>100</b>

The study found that 60% of the interviewees were females and 40% were males. This may imply that gender distribution accommodated the judgment and feelings of both males and females.

### 4.3.2 Highest Level of Education

The research wanted to ascertain the education levels of the staff at Riziki Kenya involved in the study and results are presented in Table 4.3

**Table 4.3 Highest level of Education**

Level of Education	Frequency	Percentage
Diploma	1	20
Graduate	2	40
Post Graduate	2	40
<b>Total</b>	<b>5</b>	<b>100</b>

Based on Table 4.3 findings the researcher established that post graduate and graduate levels of education had two members of staff each while diploma level had one staff member. This implies that Riziki Kenya employed competent staff.

### 4.3.3 Number of Years Worked

The study sought to establish the number of years interview respondents had worked at Riziki Kenya and results are presented in Table 4.4

**Table 4.4 Number of Years Worked**

Years Worked	Frequency	Percentage
0-3 years	2	40
4-7 years	2	40
12-14 years	1	20
<b>Total</b>	<b>5</b>	<b>100</b>

From the result presented in Table 4.4, it can be deduced that the interviewees had sufficient experience at the organization to provide reliable and accurate information the study sought.

#### 4.3.4 Designation

The research wanted to ascertain the designation of the interview respondents and the findings are presented in Table 4.5

**Table 4.5 Designation of interview respondents**

Designation	Frequency	Percentage
Receptionist	1	20
Assistant Project Officer	1	20
Project officer	2	40
Program Director	1	20
<b>Total</b>	<b>5</b>	<b>100</b>

The study found that all interviewees were directly involved in the project activities. This may implied that they could comfortably provide accurate and reliable information relevant to the study.

#### 4.4 Strategy Implementation Drivers

The study wanted to investigate the relationship between of strategy execution drivers and project performance at Riziki Kenya with a focus on four drivers namely leadership, communication, competency and organizational culture. The study findings are presented as follows:

##### 4.4.1 Leadership Driver

The research wanted to establish the correlation between leadership characteristics of support and style, and performance CESP. The respondents were required to articulate the degree to which they agreed with the statements that were provided and the results are shown in Table 4.6

**Table 4.6 Leadership Driver**

	Neutral	Agree	Strongly agree	Mean	SD
Leadership support is important in project performance	2	25	27	4.44	0.634
Leadership style has influence on success or failure of projects	1	23	30	4.53	0.606

The results show that the bulk of the respondents agreed with the statement that leadership support is vital in project performance (Mean=4.44 & SD=.634). Further, a majority of respondents also agreed that leadership style influences either achievement or failure of the project (Mean= 4.53 & SD= .606). The findings also show that respondents did not ‘strongly disagree’ or ‘disagree’ with the two

statements. Two respondents indicated that they were neutral on the statement that stated that leadership support is important in project performance and one respondent was neutral on the second statement that stated that leadership style has influence on the success or failure of the project. The differences in standard deviations (SD) suggested variance in the degree of agreement on the statements.

Similarly, all interview respondents indicated in affirmative that leadership support and leadership style impacted the performance of CESP at Riziki Kenya. Leadership support was seen through mobilization and allocation of resources, creation of a favourable work environment and motivation of employees. On the other hand it was established that leaders applied different styles of leadership depending on the situation. The study established that participative leadership which fostered teamwork and collaboration was commonly used.

#### **4.4.1.1 Influence of Leadership Driver and Project Performance**

The research wanted to find out the magnitude in which leadership driver influences performance of Riziki Kenya’s CESP and the results are shown in Table 4.7

**Table 4.7 Leadership Driver and Project Performance**

Extent	Frequency	Percentage
Very High	24	44.4
High	24	44.4
Moderate	6	11.1
<b>Total</b>	<b>54</b>	<b>100</b>

Based on the findings shown in Table 4.7, 44.4% of the study subjects felt leadership driver influenced performance of the Riziki Kenya’s CESP to a very high extent,



another 44.4% of the respondents felt leadership driver highly influenced project performance and 11.1% of respondents felt that leadership driver moderately influenced performance of the project.

Conversely, upon asking the interviewees the extent to which leadership driver influenced project performance at Riziki Kenya, they all stated that it influenced to a very large extent.

#### **4.4.2 Communication Driver**

The research wanted to investigate the channels of communication used at Riziki Kenya, relationship between communication driver and performance of projects implemented in NGOs with a focus on Riziki Kenya’s CESP.

##### **4.4.2.1 Communication Channels**

The research sought to establish the channels of communication Riziki Kenya utilized to communicate with the caregivers. Four options were provided in the questionnaire and they included meetings, mobile phone, letters and others, and the findings are shown in Table 4.8

**Table 4.8 Communication Channels**

Channel	Frequency	Percentage
Meetings	13	24.1
Mobile Phone	4	7.4
Letters	1	1.9
Meetings and mobile phone	36	66.7
<b>Total</b>	<b>54</b>	<b>100</b>

Based on the findings obtained as shown in Table 4.8, 66.7% of the questionnaire respondents indicated that communication was done through meetings and mobile phone, 24.1% indicated that only meetings were used, 7.4% indicated that communication was done through mobile phones only and 1.9% of the respondents indicated that communication was done through letters only. Based on the findings one can deduce that meetings and phone calls were the channels of communication employed between Riziki Kenya staff and the respondents.

Similarly, the interviewees pointed out that meetings, mobile phone, emails and memos were channels of communication used at Riziki Kenya. Emails and memos were predominantly used among staff and high level stakeholders. Meetings and phone calls were used to facilitate communication between caregivers and Riziki Kenya staff. However, the study found that even meetings and phone calls were used to communicate with high level shareholders. This implies that the choice of the channel of communication was audience specific.

#### **4.4.2.2 Communication Driver and Project Performance**

Communication driver was measured using three indicators namely, choice of the medium of communication, timelines, and clarity and consistency of communication. Questionnaire respondents were asked to articulate the degree of their agreement on the statements that showed a relationship between communication drivers and project performance and the findings are shown in the Table 4.9

**Table 4.9 Communication Driver**

	Disagree	Neutral	Agree	Strongly agree	Mean	SD
The choice of the medium of communication influences performance of projects	1		25	28	4.48	.606
Timely communication influences performance of projects		3	15	36	4.61	.596
Clear and Consistence Communication Influences project performance	1	1	21	31	4.52	.637

Findings in Table 4.9 showed that a considerable bulk of the respondents agreed that the choice of a medium of communication influenced performance of Riziki Kenya’s CESP (Mean=4.48 & SD= .606), timely communication influenced performance of Riziki Kenya’s CESP (Mean=4.61 & SD=.596, and another significant majority agreed that Clear and consistence communication influences project performance (Mean=4.52 & SD= .637). There is no respondent who ‘strongly disagreed’ with any of the statements while one ‘disagreed’ with the statement that stated that timely communication influences performance of projects. The differences in the standard deviations (SD) suggested a notable variance in the degree of agreement.

Similarly, all the interview respondents indicated in affirmative that timely communication as well as clarity and consistency of communication influenced performance of projects at Riziki Kenya in a big way. The choice of the channel of communication was critical as far as effective communication was concerned. In this

regard, the organization communicated with partners and stakeholders using the most appropriate and effective channel.

The research also established that when important information need to be communicated community leaders are first reached through phone calls and asked to invite all the caregivers for a meeting. The community leaders then visit each caregiver and invite them for the said meeting. On the meeting day the Riziki Kenya staff share whatever information they want and sufficient deliberations are done to the satisfaction of all players. Meetings between caregivers and Riziki Kenya staff take place twice every week

The study also established through effective communication objectives, goals and policies were defined in clear in terms which resulted in uniting all the stakeholders towards a common goal hence fostering cohesion among both internal and external stakeholders. Further, it was established that timely communication enhanced execution of project activities within schedule.

#### **4.4.2.3 Influence of Communication driver on Performance of projects.**

The question sought to determine the degree to which communication drivers influenced performance of Riziki Kenya’s CESP. Results from the analyzed data are as shown in Table 4.10.

**Table 4.10 Influence of Communication Drivers on Performance of projects.**

Extent	Frequency	Percentage
Very High	29	53.7
High	17	31.5
Moderate	7	14.8
No Response	1	1.9
<b>Total</b>	<b>54</b>	<b>100</b>

Results obtained as shown in Table 4.10 signify that 53.7% of questionnaire respondents felt that communication driver influenced project performance at a very high extent, 31.5 at high degree and 7% at a moderate degree.

#### 4.4.3 Competency Drivers

The study wanted to establish influence of competency drivers of selection and recruitment, training, and employee performance assessment on project performance at Riziki Kenya. The results are shown in the Table 4.11

**Table 4.11 Competency Drivers**

	Disagree	Neutral	Agree	strongly agree	Mean	SD
Selection and recruitment of employees influences project Performance	1	3	37	12	4.13	0.59
Training of employees influences success or failure of projects	3	5	30	15	4.13	0.781
Assessing employees performance helps improve their productivity hence influences project performance	1	4	27	21	4.28	0.69

Based on the research outcome in the Table 4.11 a bulk of questionnaire respondents agreed that selection as well as recruitment of employees influenced Performance of Riziki Kenya's CESP (Mean =4.13 & SD=.590, training of employees influenced success or failure of projects (Mean=4.08 SD=.781, and assessment of employees' performance helped to improve their productivity hence influenced performance of CESP at Riziki Kenya (Mean=4.28 SD=.690

From the content analysis of the interviewees responses regarding selection, training of employees and assessment of the staff performance and their influence on project performance all agreed that these competency drivers influenced performance of projects at Riziki Kenya. It was established that only competent staff are hired by the organization. The selection process is usually competitive and the best candidate gets hired. The minimum education level is a diploma and the highest is a masters. The study established that employing persons with the right skills is the first step towards better performance. It was also established that training enhanced employees' skills which were needed to implement the project and further increased efficiency and productivity. Employees are regularly trained so as to equip them with the job related skills. New employees are trained on how to interact with different stakeholders, on how work in the slums and on issues to do with security. On job training it was found that it was commonly used in the organization because it enhanced employees' job knowledge, saved time and provided employees a platform to practice skills learned.

On the other hand staff evaluation helped identify shortcomings among the staff which were addressed through training. The study found that evaluations were carried out using balanced score card. Each employee was assigned clearly spelt out targets which formed basis for annual evaluations. The study established that staff evaluations helped identify gaps in skills which informed future trainings. Further, it helped identify excellent performance for purposes of rewarding it.

#### **4.4.3.1 Influence of Competency Drivers on Project Performance**

The study also wanted to determine the degree to which competency drivers influenced performance of CESP at Riziki Kenya. The outcome is shown in Table 4.12.

**Table 4.12 Influence of Competency Drivers on Project Performance**

Extent	Frequency	Percentage
Very High	30	55.7
High	17	32.1
Moderate	7	13.2
<b>Total</b>	<b>54</b>	<b>100</b>

The research outcome show that 53.7% of the questionnaire respondents thought that competency drivers influenced project performance at a very high extent, 32.1% of the respondents thought that they influenced at a high extent while 13.2% of the respondents thought competency drivers moderately influenced project performance at Riziki Kenya.

#### 4.4.4 Organizational Culture Driver

This subsection investigates the relationship between Organizational Culture Driver and performance of projects implemented NGOs with a focus on Riziki Kenya. The researcher wanted to establish whether organization culture at Riziki Kenya encouraged stakeholders' participation and whether the organization rules were friendly. Further, the research wanted to find out the degree to which respondents agreed that organization culture drivers influenced performance of CESP at Riziki Kenya and the findings are shown in Table 4.13

**Table 4.13 Organization culture driver**

	Disagree	Neutral	Agree	Strongly agree	Mean	SD
Participation of stakeholders is encouraged by your organization	1	1	28	24	4.39	0.627
The organization rules/policies are friendly		1	26	27	4.48	0.540
Organization culture influences project performance		1	27	25	4.43	0.570

The outcome in Table 4.13 show that most of the participants felt that stakeholders' participation was encouraged (Mean=4.39 SD=.627. On this statement there was zero response to strongly disagree option. A majority of respondents also felt that Riziki Kenya's policies were friendly (Mean=4.48 SD=.540. This statement did not have a

respondent either strongly disagreeing or just disagreeing. On the extent to which organization Culture drivers influenced project performance at Riziki Kenya, majority agreed (Mean = 4.43 & SD= .570). Again there were no respondents either ‘strongly disagreeing’ or ‘disagreeing’.

From the interviewees responses on how the organization culture drivers influenced performance of the CESP at Riziki Kenya, the study established that it their value systems informed the code of ethics towards project implementation as well strengthened and informed policies and rules. Their values included integrity, compassion, quality, communication and innovation.

Further, it was found that the organizational culture promoted participation of all stakeholders including direct beneficiaries and the local community where the project is being executed. The community benefited through selling services and goods to Riziki. For instance whenever, the organization wanted to hold seminars with the youths they hired facilities from the community. The organization also purchase back to school items for direct beneficiaries from the local businesses. These gestures have made them win the hearts of the community. When important decisions are to be made all stakeholders are involved including the caregivers. The government is also involved through the office of children affairs on issues regarding children enrolled in the project or about to join the project. Such issues include indiscipline related and all forms of abuse including rape among others.

#### **4.5 Performance of CESP at Riziki Kenya**

This subsection sought to investigate the performance of Riziki Kenya’s Education Sponsorship Project based on performance criteria established by the organization. In order to measure performance of the said project, questionnaire respondents were requested to articulate the extent of their concurrence on statements capturing what Riziki Kenya considered as measures of performance as depicted in Table 4.14



**Table 4.14 Project Performance**

	Neutral	Agree	Strongly agree	Mean	SD
Identification and recruitment of beneficiaries is done in a timely and transparent way	4	16	34	4.56	0.634
Beneficiaries are sufficiently provided with necessary learning materials, tuition fees and upkeep allowances.		11	43	4.80	0.407
Beneficiaries are placed in quality institutions of learning		20	34	4.63	0.487
Beneficiaries have access to reliable and qualified mentors	5	25	23	4.34	0.649
Your children are sponsored to study at all levels of education	16	14	24	4.15	0.856

The study outcome as shown in Table 4.14 point out that most of the questionnaire respondents concurred that identification and recruitment of beneficiaries was done in a timely and transparent manner (Mean=4.56, SD=.634), beneficiaries were sufficiently provided with necessary learning materials, tuition fees and upkeep allowances (Mean=4.80 SD=.407), beneficiaries are placed in quality institutions of learning (Mean=4.63, SD=.487), beneficiaries have access to reliable and qualified mentors (Mean 4.3, SD =.649), and your children are sponsored to study at all levels of education (Mean =4.15, SD= .856). Overall, the results imply that the project met performance criteria established by the organization.

On the interviewees responses to the question on whether project activities were completed within limits of time, cost and quality specifications the study found that Riziki Kenya had no choice but to meet these conditions if their donors were to continue funding them. It was clearly brought out that appropriate planning tools including work breakdown structure and expenditure controls were used. The study also found out that some of the donors had withdrawn support resulting in reduction of the project scope. This necessitated the organization to want to come up with sustainability strategy that will see project activities proceed with or without donor funding.

#### 4.5.1 Stakeholders Satisfaction

With a purpose of establishing the degree to which the caregivers' expectations from the project were satisfactorily met questionnaire participants were requested to offer their views and the findings obtained are shown in the Table 4.15

**Table 4.15 Stakeholders' Satisfaction**

Extent	Frequency	Percentage
Very Large Extent	22	40.6
Large Extent	25	46.3
Moderate Extent	7	13.1
<b>Total</b>	<b>54</b>	<b>100</b>

The study outcome point out that 40.6% of the questionnaire participants were satisfied with performance of Riziki Kenya's CESP to a very large extent, 46.3% was satisfied by the project at a large extent and 13.2% of the respondents were satisfied at a moderate extent.

#### 4.5.2 Factors Enhancing Performance of CESP at Riziki Kenya

The interviewees were asked to indicate factors they consider critical in enhancing success of the CESP. The study established that effective project planning was vital in ensuring success of projects. It was also noted that sometimes unplanned activities are

introduced while the project is on course resulting to interfering with the project schedule and budget. Monitoring and evaluation was also found to influence project performance in that it tracked progress of implementation where shortcomings identified were corrected, and lessons learnt after evaluations enabled the team to improve future project activities.

Security was found to be a critical factor to Riziki Kenya since the project is being implemented in Kibra slum which has experienced lawlessness and violence for the half of the year due to the prevailing political atmosphere in the country. Other factors included good governance, capacity building, communication, leadership and resource allocation.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The chapter discusses four issues regarding the study which include: summary of the study findings, conclusions and recommendations and concludes with suggestions for further studies.

#### 5.2 Summary of the findings

The purpose of the research was mainly to determine strategy execution drivers influencing performance of projects in NGOs with a focus on Riziki Kenya CESP. The study was guided by the following themes: influence of leadership drivers on project performance, influence of communication drivers on project performance, influence of competency drivers on project performance and influence of organization culture drivers on project performance

The study established that leadership driver positively influenced project performance with majority of the respondents. Majority of the study participants concurred to a large extent existence of a correlation between the two variables in a positive direction. Leadership support was found important in enhancing project performance by majority of caregivers and staff. Similarly, the style of leadership influenced project performance. A majority of caregivers agreed with this statement (Mean= 4.53 & SD= .606) as well as all the staff members involved in the research.

The research further found out that most of participants believed that that communication driver influenced performance CESP. On the influence of the choice of communication channel on project performance a majority of the respondents indeed agreed that there is a relationship (Mean= 4.48 & SD=.606), on clarity and consistency of communication it was established that there was relationship (Mean=4.52 & SD= .637) and on the influence of timely communication it was agreed that indeed a relationship exists (Mean=4.62 &, SD= .596). Based on the findings, communication and project performance were found inseparable. The choice of the channel of communication, timeliness and clarity of communication positively influenced project performance.

Competency driver and project performance have a relationship. Majority of questionnaire respondents agreed to this. (Mean=4.43 & SD=.570) as well as the interview respondents at 100%. Staff selection helps in recruitment of competent staff, training helps in building staff skills while staff performance evaluations helps identify staff strengths and weaknesses.

Finally, the research found out that most of the participants concurred that organization culture influenced performance of CESP. A culture that promotes stakeholders participation was found to be a positive one by majority respondents. Similarly a culture that promotes development friendly rules and policies was found favourable by a majority of the respondents.

### **5.3 Discussion of Findings**

This sub-section of the study talks about the results of the study in detail along with drawing a comparison the said results with the reviewed literature.

#### **5.3.1 Leadership drivers and Project Performance**

Research findings revealed that the support given by the leadership is essential in facilitating performance of CESP at Riziki Kenya. Leaders supported the project through mobilization and allocation of resources, creation of a favourable environment and inspire stakeholders in order to achieve project objectives. This corroborated Karas et al (2009) assertion that a project leader has a duty to create the vision for the project, mobilize resources and inspire the project stakeholders with the aim of realizing project objectives. In addition, it was established that leadership styles exercised at Riziki Kenya varied depending on the situation. Participative and transactional styles were commonly used. Participative leadership was seen to increase project buy in among all stakeholders, teamwork and creativity whereas transactional style facilitated achievement of objectives.

#### **5.3.2 Communication Drivers and Project Performance**

The study established that communication driver contributed immensely in improving the performance of the CESP being implemented at Riziki Kenya. This finding corroborated Ofori's (2003) finding that communication was among the four most important significant elements responsible for project success.

The choice of a channel of communication was found to be vital in sending and receiving information. Meeting as a channel was predominantly used to pass and receive communication from the caregivers since it was found reliable. Emails and other electronic communication channels were used among the staff and donors and partner organizations including government. Phone calls were frequently made to the caregivers through their leaders who convened them for meetings. The choice of the channel was found to be critical in that it determined the speed of communication, understanding and feedback.

Further, timely communication influenced the performance of the CESP at Riziki Kenya. According to the study, timely communication ensured that project activities were executed as per the schedule. Clarity and consistency of communication was established to hold considerable influence on project performance and this therefore necessitated Riziki Kenya to vary communication channels based on the audiences. It was also established when communication was not clear, stakeholders were pulled in different directions.

### **5.3.3 Competency Drivers and Project Performance**

Study findings based on the analyzed data collected from the caregivers showed that though a positive association existed between competency drivers and performance of the CESP at Riziki Kenya it was a bit weak. On the contrary data collected from the staff through interviews and analyzed through content analysis established that a positive association existed between competency drivers and the performance of the CESP and that association was strong. Staff selection and recruitment was found to be the first step in acquiring competent staff that would require little training to perform project related functions.

Capacity building was also found to play a critical role in building staff skills essential in executing education project activities. The study revealed that training of staff improved efficiency. On job training was also found to enhance employees' job knowledge, saved time and provided employees a platform to practice skills learned. This corroborated Khan et al (2011) study where they established that on job training helped workers acquire knowledge about their jobs more efficiently, reduced

expenses and saved man hours and more importantly provided employees a platform to practice skills and knowledge acquired.

The study also established that assessment of staff performance influenced performance of the CESP at Riziki Kenya. It fostered hard work as employees strove to achieve the set targets consequently achieving the set project objectives. It was also found that staff evaluation acted as need analysis tool since individual staff weaknesses were identified and appropriate correction provided through training. Further, staff evaluation helped identify good performance which was rewarded.

#### **5.3.4 Organization Culture Driver and Project Performance**

A significant positive association was established between organization culture and performance of CESP at Riziki Kenya. It was found that Riziki Kenya's culture promoted participation of all stakeholders including project beneficiaries and the general community. It fostered consultative decision making where stakeholders input was solicited throughout the project lifecycle. It was established that Riziki Kenya value systems informed the code of conduct, organizational policies and rules which created a supportive environment that fostered creativity and cohesion among the staff. The organization culture also encouraged good performance among the staff since excellent performance was rewarded.

Similar findings were made by Tripath & Tripath (2002) who in their study suggest that an organization where guidelines and procedures as well as roles are clearly defined, relations among employees and the management are welcoming, workers are offered reasonable opportunities to take part in decision making, and they are inspired through appropriate execution of a suitable incentive system, there will be more odds of organizational success.

#### **5.4 Project performance**

The study revealed that projects delivered within budget, on schedule and delivered to the satisfaction of the donors and beneficiaries expectations met project performance criteria. For continued funding the donors demanded completion of CESP activities within budget, on schedule and while meeting quality specifications as a pre-condition for funding

The study established that the project was facing some challenges which included dwindling of funding which was caused by withdrawal of some funders. Secondly, the study established that scope creep was a challenge the organization faced as unplanned activities kept being introduced in the project hence affecting the budget and schedule.

## **5.5 Conclusion**

The first concluding statement from the study can be stated that leadership, a driver of strategy execution has a positive association with project performance. Leadership style along with support are pivotal in motivating the project team, mobilizing and allocating resources, creating conducive work environment for innovation which positively influence project performance.

Organization Culture driver has a significant relationship with project performance. A culture that fosters participation of all stakeholders and development of friendly and appropriate policies and rules is essential in project performance.

Selection of qualified staff, regularly building staff capacities and evaluating their performances has a bearing on project performance in positive way. Hiring competent staff reduces costs incurred in training unqualified staff, training improves staff skills essential in undertaking project activities while staff evaluation helps identify not only weaknesses among the staff but also to reward good performance.

Lastly, effective communication drives project performance. If communication is clear and consistent a common understanding is established among all stakeholders. Selection and use of audience appropriate channels helps enhance clarity of communication while timely communication enhances timely execution of project activities.

## **5.6 Recommendations**

The following are the study recommendations:

Though Leadership drivers are employed to a great extent in the CESP at Riziki Kenya, leadership training should be conducted regularly on the leadership team to further enhance their competencies.



Organizations should strive to use audience appropriate channels of communication to enhance clarity of communication. To foster understanding and timely action on project activities every effort should be made to ensure that clear, consistent and timely communication is done.

Organizations should strive to build efficient cultures that foster participation of all stakeholders including communities where projects are being implemented. Policies and procedures developed by organizations should act as enablers of project performance as opposed to being obstacles to project performance. Consultative decision making should be encouraged among all stakeholders to increase and cement project buy-in

Selection and recruitment of competent staff, training and performance appraisals should be practised to boost project performance

Organizations implementing projects should diversify sources of funding to ensure that projects do not close down for lack of funding especially when major foreign funders withdraw their support. One way of diversifying sources of resources is by enhancing local resource mobilization.

### **5.7 Suggestions for further studies**

The study endeavoured to investigate influence of strategy implementation drivers on project performance in NGOs with a focus on Riziki Kenya which is located in Kibra slums. Similar studies should be carried out in other organization within slums in Kenya and results compared for purposing of making concrete conclusions

The study focused on only four strategy implementation drivers yet there are numerous others due to time and budget constraints. The research suggests that further studies be conducted on the remaining strategy implementation drivers.

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## **Appendix 1: Letter of Introduction**

Timothy Kobia Kiecha  
College of Continuing and Distance Education  
University of Nairobi  
P.O. Box 30197- 00100, Nairobi, Kenya.  
Phone: +254 725 572 519  
Email: [info@uonbi.ac.ke](mailto:info@uonbi.ac.ke)

Dear Respondent,

### **Sub: Request to Respond to a Study Questionnaire**

I am a student at the University of Nairobi, School of Continuing and Distance Education pursuing a Master of Arts in Project Planning and Management degree. In partial fulfilment of the requirements of this course I am expected to conduct a research. My research study is titled “*Influence of Strategy Implementation Drivers on Project Performance in Faith Based Non Governmental Organizations in Kenya*”. “*A Case of Riziki Kenya*”. Therefore, I humbly request your assistance and cooperation in filling the questionnaire herein. I wish to assure you that the information given will be treated with utmost confidentiality and will only be used for academic purposes.

Thank you

Yours faithfully,

Timothy Kobia

L50/63484/2010



## Appendix II: Questionnaire

This questionnaire is intended to collect research information on the topic: *“Influence of Strategy Implementation Drivers on Project Performance in Non Governmental Organizations in Kenya”*. *“A Case of Riziki Kenya”*. The questionnaire has three sections and you are requested to respond to all items honestly. Kindly keep your questionnaire anonymous since the researcher is only interested with the information you provide and not your identity. Every effort will be made to keep your responses confidential.

### PART A: BACKGROUND INFORMATION (check [] as appropriate)

1. What is your gender?

Male []

Female []

### PART B: LEADERSHIP

2. Please rate the below statements in a scale of 1 to 5 depending on your level of agreement where: **1** - *Strongly disagree*, **2** - *disagree*, **3** - *neutral*, **4** - *agree* and **5** - *strongly agree*.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
Leadership support is important in project performance					
A leader's style has influence on the success or failure of a project					

3. To what extent do you think leadership influences project performance?  
(check [√] as appropriate.)

Very High            [ ]                      High                    [ ]                      None                    [ ]  
Moderate            [ ]                      Low                     [ ]

**PART C: COMMUNICATION**

4. How do you send or receive information from your organization? (Check [√] as appropriate)

Meetings            [ ]                      Mobile phone                    [ ]  
Letters                [ ]                      Posters                            [ ]

Others (specify.....)

5. Please rate the below statements on a scale of 1 to 5 depending on your level of agreement where: **1** - *Strongly disagree*, **2** - *disagree*, **3** - *neutral*, **4** - *agree* and **5** - *strongly agree*.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
The choice of the medium of communication affects performance of projects					
Timely communication influences performance of projects					

Clear and consistence communication affects project performance					
---	--	--	--	--	--

6. To what extent does communication influence project performance? (Check [√] as appropriate)

Very High            [ ]                      High                      [ ]

Moderate            [ ]                      Low                      [ ]

None                      [ ]

**PART D: COMPETENCY**

7. Please rate the below statements on a scale of 1 to 5 depending on your level of agreement where: **1 - Strongly disagree, 2 - disagree, 3 - neutral, 4 - agree and 5 -strongly agree.**

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
Selection and recruitment of employees influences project performance					
Training of employees influences success or failure of projects					
Assessing employees' performance helps improve their productivity hence affects performance of projects.					

8. In your opinion to what extent do employees' competencies influence project performance? (Check [√] as appropriate)

Very High            [ ]                      High                      [ ]

Moderate            [ ]                      Low                      [ ]

None                    [ ]

**PART E: ORGANIZATIONAL CULTURE**

9. Please rate the below statements on a scale of 1 to 5 depending on your level of agreement where: **1** - *Strongly disagree*, **2** - *disagree*, **3** - *neutral*, **4** - *agree* and **5** - *strongly agree*.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
Participation of stakeholders is encouraged by your organization					
The organization rules/policies are friendly					
Organization culture influences project performance					

## PART C: PROJECT PERFORMANCE

10. Please rate the below statements on a scale of 1 to 5 depending on your level of agreement where: **1** - *Strongly disagree*, **2** - *disagree*, **3** - *neutral*, **4** - *agree* and **5** - *strongly agree*.

	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
Identification and recruitment of beneficiaries is done in a timely and transparent way					
Beneficiaries are sufficiently provided with necessary learning materials					
Tuition fees and upkeep allowances are adequately provided and in a timely way					
Beneficiaries are placed in quality institutions of learning.					
Beneficiaries have access to reliable and qualified mentors					
You are regularly visited at your homes by Riziki Kenya Staff or volunteers					
Your children are sponsored to study at all levels of education					

11. In your opinion to what extent is the project satisfactorily meeting your expectations?

Not at all [ ] Small extent [ ]

Moderate extent [ ] Large extent [ ]

Very Large extent [ ]

### Appendix III: Interview Guide

1. Gender
  - Male
  - Female
2. Highest Level of education
  - Certificate  Bachelor
  - Diploma  Post graduate
  - Other (Specify).....
3. Designation in the Organization.....
4. No of years you have worked in the organization.....
5. Does leadership style influence performance of projects in your organization?
6. In your opinion does leader's support to project implementation influence its performance?
7. To what extent do leadership styles influence project performance in your organization?
8. What channels of communication are used in your organization? How would you describe the direction of communication in your organization?
9. Does timely communication, and clarity and consistency of information being communicated affect performance of projects?
10. How does communication among employees and other stakeholders influence performance of projects in your organization?
11. Does staff selection and training influence performance of projects in your organization?
12. How does staff performance evaluation influence the performance of projects
13. How does the culture of Riziki Kenya influence performance of projects it implements?
14. Does your organizational culture foster participation and involvement of stakeholders? How are they involved?
15. What factors do you consider as critical in enhancing success of projects in your organization?
16. Are your projects completed on schedule, in adherence to budget and quality specifications?

17. How would rate performance of your projects? What do you think could be done to improve project performance?

*Thank you for your time and feedback*



## Appendix IV: Transmittal Letter



**UNIVERSITY OF NAIROBI**  
**OPEN DISTANCE AND e- LEARNING CAMPUS**  
**SCHOOL OF OPEN AND DISTANCE LEARNING**  
**DEPARTMENT OF OPEN LEARNING**  
**NAIROBI LEARNING CENTRE**

Your Ref:  
Our Ref:  
Telephone: 318262 Ext. 120

Main Campus  
Gandhi Wing, Ground Floor  
P.O. Box 30197  
NAIROBI

15<sup>th</sup> November, 2017


REF: UON/ODEL/NLC/27/499

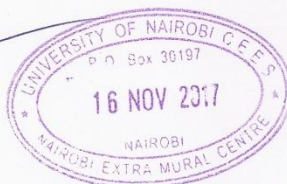
**RE: TIMOTHY KOBIA KIECHA - REG NO.L50/63848/2010**

The above named is a student at the University of Nairobi Open, Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing Master of Arts in Project Planning and Management.

He is proceeding for research entitled "Influence of Strategy Implementation Drivers on Project Performance in Non Governmental Organisations: A case of Riziki Kenya."

Any assistance given to him will be appreciated.

  
**CAREN AWILLY**  
**CENTRE ORGANIZER**  
**NAIROBI LEARNING CENTRE**





**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/44214/20305**

Date: **4<sup>th</sup> December, 2017**

Timothy Kobia Kiecha  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of strategy implementation drivers on project performance in Non Governmental Organisations: A case of Riziki Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **4<sup>th</sup> December, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

*G.P. Kalerwa*

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.