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NCING IMPLEMENTATION OF ADVENTIST DEVELOPMENT RELIEF AGENCY'S EDUCATIONAL PROJECTS IN NYAMIRA COUNTY, KENYA.

BY

ZIPPORAH JUDITH BOSIBORI MASIEKA

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI.

NOVEMBER, 2012.

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DECLARATION

This research project report is my original work and has not been presented for any other academic work in any university.

Signatureé é é é é é é é é é é é é é é é é Dateé é é é é é é é é

NAME: **ZIPPORAH J. B. MASIEKA**

REG NO.: **L50/61464/2011**

This research Project Report has been submitted for examination with my approval as the university supervisor.

Signatureé é é é é é é é é é é é é é é é é Dateé é é é é é é é é

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DEDICATION

This research Project Report is dedicated to my dear husband Job Moegi, and to my children Caro, Reuben and Ezra.

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CKNOWLEGEMENT

This research Project Report owes its existence to the effort of many people, all of whom I cannot list here but would like to thank collectively. However, special thanks go to my supervisor, Mr. Samuel Ongoncho for his professional guidance, supervision and advice. I also acknowledge with thanks the support and encouragement accorded to me by the following lecturers in the department of Extra-Mural Studies, University of Nairobi, Mr. Joseph Awino, Dr. Ouru Nyaega, Dr. S. Mwanda, Mr. Dennis Opondo, Mr. Onsembe, Mr. Sakaja and Dr. Mwaniki.

I appreciate the respondents of this research study in a special way as they enabled me analyze data, make conclusions and recommendations for this research study.

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IATIONS AND ACRONYMS

ADRA	-	Adventist Development Relief Agency
ADRA / C'S	-	Adventist Development Relief Agency Cambodia
CEO	-	Chief Executive Officer
CIDA	-	Canadian International Development Agency
CIDA CPB	-	Canadian International Development Agency, Canadian Partnership Branch
CMM	-	Capability Maturity Model
CSFs	-	Critical Success Factors
M&E	-	Monitoring and Evaluation
SMC	-	School Management Committee

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ABSTRACT

he factors influencing the implementation of ADRAôs educational projects in Nyamira County, Kenya. It was guided by the following objectives: To establish the extent to which top management support influenced implementation of ADRA educational projects in Nyamira County, to establish the extent to which monitoring, evaluation and feedback influenced the implementation of ADRA educational projects in Nyamira County, to investigate the extent to which personnel issues influenced implementation of ADRA educational projects in Nyamira County, to explain the extent to which client consultation influenced implementation of ADRA educational projects in Nyamira County and to assess the extent to which communication influenced implementation of ADRA educational projects in Nyamira County. Project managers are faced with a difficult job characterized by role overload, frenetic activity, fragmentation and superficiality. The study reviewed related literature on factors influencing implementation of projects. Survey design was used using a questionnaire and interview method as tools of the research study. The theoretical framework was based on Henri Fayolôs Administration theory. The target population consisted of 35 respondents working with ADRAôs educational projects in Nyamira County. The research instruments used were pretested on four respondents who were not included in the actual study. In colleting data I sought a research permit. The study employed the use of frequency and percentages tables when collecting data and it was systematically organized in a manner to facilitate the analysis. Data was analyzed using descriptive statistics and its presentation was systematically linked to the format of the questionnaires attached in the appendix. The study concluded that the factors studied on had a negative influence on implementation of ADRA Educational Projects in Nyamira County. The study recommends that ADRAôs top manager should raise enough funds from the project sponsors/donors to be able to implement their projects smoothly among other recommendations. The study also recommends further research on how ADRAôs top management can substitute funds to enable smooth running of ADRA Educational Projects in Nyamira County.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Project implementation appears to be the most difficult aspects of a managerôs job (Boles, 2002). Projects are spreading from traditional strongholds of construction, aerospace and shipbuilding to all kinds of industries including the software industry, insurance, banking and education Hastings (1993). Projects are the building blocks in the design and execution of strategies for an organization and it provides an organizational focus for conceptualizing, designing and creating new or improved products; services and organizational processes (Cleland, 2004).

The purpose of project management is to forecast or anticipate potential dangers and problems that may jeopardize the success of a project and then to plan; organize and control activities that will lead to the successful completion of projects in spite of all the envisaged risks (Lock, 2003). However, in practice more than 80% of projects run late or over budget Sid (2004). The consequences of ineffective implementation of projects are also likely to have a poorly motivated workforce. Slow in achieving results and costs are high to run company projects Lock (2003). Project implementation is therefore critical to the success of both small and big firms.

The chances of a project succeeding can be increased if firms have an understanding of what the critical success factors are to systematically and quantitatively assess these critical variables, anticipating possible effects, and then choose appropriate methods of dealing with them (Mobey and Parker, 2002).

Project failure or near-failures can be caused by poor communication and unanticipated shortage of resources (Rad and Raghavan, 2000). Successful implementation will require mastering both technical and the socio cultural dimensions of the process.

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however often lacks the explanation of how and why the

us (2001) suggests that there is a lack of understanding with regard to how elements in the implementation frameworks interact and how these elements influence the overall implementation process. The implementation policies on education of different countries highlighted in their National Development Plans reflect the importance attached to education (Handman and Midgley, 1982).

There are two types of projects. The first one referring to those projects that produce physical goods like cement, steel, paper, chemicals and so on which convert natural resource endowment into sealable and exchangeable products. The second type refers to those projects that produce or render various services such as health, education, transport, energy, defense, law and order e.t.c. They are non-physical in nature and do not directly cause any physical changes in the environment. However, they bring about significant changes of far reaching consequences on values, attitudes, lifestyle, socio relations and so on. The net effect of such projects is the creation of new wants and needs in society and therefore increase the number of manufacturing projects. Both projects are interrelated and each project has two dimensions: that is the intended and the unintended consequences (Chandra, 2008)

The ADRA Educational project falls under the projects that render services and that is the educational services meant to bring about significant values, attitudes, lifestyle and socio relations on the individual. Project management calls for sharper tools of planning and control and improved means of coping with human problems. For successful project implementation the project management must have adequate project formulation, sound project organization, proper implementation plan, advance action on certain activities, timely, availability of funds, better management and effective monitoring (Chandra, 2008)

ADRA Canadaôs performance as an organization depends on the achievement of its outcomes, which in brief are, community-based development to reduce poverty, building

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apacity development of Southern partners and ADRA andidate for funding from CIDA in other responsible proposals to CIDA (Mitchell, 2005)

With ADRA Cambodia Australiaôs learning activities are also broad based and use a range of methods to achieve their objectives. A prime object of ADRA/C is to help people develop in a holistic manner. This project helps people live interdependently and cooperatively while increasing their productivity and improving the quality and security of their livelihoods (Capacity statement of ADRA Cambodia, 2006-2011)

ADRA in the United Kingdom is providing support and training for the albino community in Tanzania, which faces a lack of education, scarce job opportunities and segregation in the region. ADRA Tanzania defines sustainability as ñholistic approaches and practices that will assure the project benefits will continue benefiting the targeted population even when the donor funding phases out.ò Thus, this project facilitate local communities to play an active part in developing the project design and action plan, and they play an active role in implementation of the project. (ADRA Tanzania 2009)

ADRA Somalia rehabilitates classrooms with new desks, ceilings, windows and floor in Adult Learning Centres like in Ainabo District of rural Somaliland which was in a very decrepit state with little or no facilities. It also provides stationery which has seen an increase in the number of adult learners. The needy rehabilitation classrooms give an impression of stability and tranquility at the school. ADRA Somalia led Expanded Participation in Basic Education (EPIBE) project being implemented in Somaliland and Puntland. (Muthamia, 2011)

ADRA activities in Kenya include community mobilization and sensitization, fees support for AIDS orphans in secondary schools, school feeding program in public schools, Income generating activities in schools, protection and rehabilitation of orphans in special

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rt and collaboratorsô and stakeholders meetings and In Nyamira County we have five primary schools with ADRAôs Educational projects namely Tombe, Otanyore, Masosa, Makairo and Kiendege and the study focused on the implementation of these projects which are meant to support the vulnerable children in these schools.

With support from the Seventh - day Adventist church in Sweden, Lakarmissionen and ADRA Sweden, ADRA Kenya has supported AIDS orphaned children with school fees under CESaD project. The basis for ADRAôs existence and its reason for being is to follow Christôs example by being a voice for, serving and partnering with those in need. ADRA seeks to identify and address social injustice and deprivation in developing countries. The agencyôs work seeks to improve the quality of life of those in need. ADRA invests in the potential of these individuals through community development initiatives targeting food security, Economic Development, primary health and Basic education. ADRAôs emergency management initiatives provide aid to disaster survivors. (ADRA Kenya, Programs Office, 2009)

1.2 Statement of the Problem

The process of project implementation involving the successful development and introduction of projects in the organization presents an ongoing challenge for managers. The implementation process is complex, usually requiring simultaneous attention to a wide variety of human budgetary and technical variables. As a result the organizational project manager is faced with a difficult job characterized by role overload, frenetic activity, fragmentation and superficiality. (Pinto & Slevin, 1984).

The extent to which departments meet revenue targets on projects adhere to project budgets, finish projects on time, garner the required sources to execute the project and get the

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ads to project implementation success (Ishmael Hussein,

Project management calls for sharper tools of planning and control and improved means of coping with human problems.

The present study investigates the factors influencing implementation of ADRAôs educational projects in Nyamira County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to determine the factors influencing the implementation of Adventist Development Relief Agencyôs educational projects in Nyamira County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To establish the extent to which top management support influence implementation of Adventist Development Relief Agency Educational Projects in Nyamira County.
2. To establish the extent to which monitoring, evaluation and feedback influences implementation of Adventist Development Relief Agency Educational Projects in Nyamira County.
3. To investigate the extent to which personnel issues influence implementation of Adventist Development Relief Agency Educational Projects in Nyamira County.
4. To explain the extent to which client consultation influences implementation of Adventist Development Relief Agency Educational Projects in Nyamira County.
5. To assess the extent to which communication influences implementation of Adventist Development Relief Agency Educational projects in Nyamira County.

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gement support influence implementation of Adventist Development Relief Agency educational projects in Nyamira County?

2. To what extent does monitoring, evaluation and feedback influence the implementation of Adventist Development Relief Agency educational projects in Nyamira County?
3. To what extent do personnel issues influence implementation of Adventist Development Relief Agency educational projects in Nyamira County?
4. To what extent does client consultation influence implementation of Adventist Development Relief Agency Educational projects in Nyamira County?
5. To what extent does communication influence implementation of Adventist Development Relief Agency Educational project in Nyamira County?

1.6 Significance of the Study

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

The Adventist Development Relief Agency management which may use the recommendations of the study to improve and identify management gaps on implementation of its educational project in Nyamira County. They shall be enlightened on operation of training on personnel so that they can put up strategies to enhance implementation of their educational projects.

Donors and government agencies were able to realize the implementation problems facing the Adventist Development Relief Agency educational projects in the county. These bodies were enlightened on factors enhancing implementation of the Adventist Development Relief Agency Educational projects and try to assist the implementers for successful implementation.

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evelopment Relief Agency Educational projects namely ols, and the community as a whole are hoped to benefit from the information given in this study on means of enhancing and strengthening implementation of Adventist Development Relief Agency educational projects.

This study is also hoped to improve effectiveness and efficiency of the Adventist Development Relief Agency educational projects and give comprehensive advice on how to set up and implement the educational projects in Nyamira County for development purposes of the society and contribution to the economy.

1.7 Limitations of the Study

The study covered Nyamira County, which lead to challenges of limited funds as the educational projects studied were spread round the county. The study also faced the challenge of accessibility due to heavy rains and poor roads to the specific schools that have the ADRA Educational Projects. There was the challenge of respondents who were illiterate thus needed more time in reading and explaining to them the questions in the questionnaire.

1.8 Delimitation of the Study

This study focused on educational projects initiated particularly by the Adventist Development Relief Agency in Nyamira County. All the respondents were within Nyamira County and covered only those schools with Adventist Development Relief Agency projects in the county.

Despite other educational projects funded by other donors and churches the study particularly focused on Adventist Development Relief Agencyôs Educational projects in Nyamira County.

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ere Adventist Development Relief Agency educational projects in Nyamira County, the Adventist Development Relief Agency educational project stakeholders are trained, the community has a role to play at the project conception stage, there is regular and focused feedback and monitoring by the stakeholders, the study was to be completed in the scheduled time, all respondents were available within Nyamira County, the respondents would give true information, all the involved schools with Adventist Development Relief Agency projects would be easily accessed, the study assumed enough finance was allocated to the educational projects of Adventist Development Relief Agency in Nyamira County and a number of meetings are held at community level to get feedback on the progress of projects and even evaluate the impacts after the project is closed.

1.10 Definitions of significant terms as used in the study

Client - Anyone who will be making use of the result of the project as either a customer outside the organization or a department within the organization.

Education - Education is the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g. instruction in schools

Implementation - The act of putting into action what was planned.

Influence - The power to affect the way someone or something develops.

Monitoring - Is a management tool for tracking progress of ongoing projects.

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he process whereby firms create and exchange

es within a network of interdependent relationships to cope with environmental uncertainty.

Personnel Issues - The various aspects and activities associated with recruitment selection and training of project team members.

Projects - A temporary endeavor undertaken to create a unique product or service. Projects are temporary, they have a definite beginning and definite end. They are also unique and have distinguishing characteristics.

Project implementation - The extent to which departments meets revenue targets on projects; adhere to project budgets; finish the project on time; garner the required sources to execute the project; and get the right product to the right customer at the right time (Ishmael Hussein, 2009).

Top Management support - The willingness of top management to provide the resources required for project success.

1.11 Organization of the study

Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, definition of significant terms and organization of the study.

Chapter two consists the literature review with the introduction, past studies on top management support, monitoring, evaluation and feedback, personnel issues, communication

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on Adventist Development Relief Agency project

rk and conceptual framework.

Chapter three consists of research methodology which will have an introduction, research design, target population, sample size, sampling procedures, research instruments, piloting of instruments, validity and reliability of instruments and data collection procedures, data analysis techniques and ethical considerations.

Chapter four consists of presentation of data systematically linked to the format of the questionnaires, analysis and interpretation. The study ends with chapter five showing a summary of findings, discussions, conclusions and recommendations.

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CHAPTER TWO

ERATURE REVIEW

2.1 Introduction

This chapter explored after the concept of implementation, review of related literature on top management support on implementation of ADRA educational projects, personnel issues on implementation, communication and its influence on implementation, monitoring, evaluation and feedback, and client consultation and their influence on implementation of educational projects. The chapter also looks at the theoretical framework, conceptual framework, and the chapter summary.

2.2 Concept of Project Implementation

A project is not a static entity rather it navigates a life cycle progressing through four phases, conceptualization, planning, execution and termination. Adams & Barndt, (1988). The project management literature contains a number of studies which consider the impact of project life cycle state on a variety of factors including the use of risk management techniques, Lyons & Skitmore, (2004) project failure Pinto & Mantel, (1999) and project success Belout & Gauvreau (2004), Pinto & Prescott, (1988) consideration was given to project implementation success.

The extent to which departments meet revenue targets on projects; adhere to project budgets; finish the project on time; garner the required sources to execute the project; and get the right product to the right customer at the right time (Ishmael Hussein, 2009).

ADRAôs work is divided into two main areas, development and relief, where development is a process of social and economic change whereby people are empowered to take care of themselves, sustenance and future within a civil society. Responsible development practice is designed to have a long-term positive impact on a community. In

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ve impact on a community. In relief they give short term emergency needs, such as shelter, clothing, food and medical treatment. ADRA works to mitigate the effects of a crisis by developing regional strategies for effective disaster response.

2.3 Top Management Support

Top management support refers to the willingness of top management to provide the resources required for project success. Top management support is the single most frequently hypothesized contributor and influence with respect to successful project implementation. (Sharma and Yetton, 2003)

2.3.1 Influence of Sustained Management Support on Implementation of ADRA Educational Projects

Top management as the CEO and his/her direct subordinates all of them, responsible for corporate policy. Top management is represented in a project in the figure of the steering committee and the project sponsor. Green, (1995) A capable and powerful steering committee as absolutely crucial for a project, as it has to fulfill very important tasks and responsibilities, e.g. assuming ownership, managing the implementation of project policy, controlling project planning and progress, enabling fast decisions, deciding on organizational issues, making resources available, supporting the project manager, motivating the management. Project sponsor role is considered as another CSF in project implementation. (Welti, 1999)

Sustained management support is related with "sustained management commitment, both at top and middle levels during the implementation, in terms of their own involvement and the willingness to allocate valuable organizational resources. Management support is

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goals and objectives and aligning these with strategic

pport is needed throughout the implementation project. (Esteves and Pastor, 2000)

Esteves and Pastor (2001), Nah et al. (2001) and it must be committed with its own involvement and willingness to allocate valuable resources to the implementation effort Jarvenpaa and Ives (1991), Holland et al. (1999). ñTop management needs to constantly monitor the progress of the project and provide direction to the implementation teamsò. (Bingi et al., 1999)

Top management has "an overall responsibility for accepting and approving the project initiatives outlined in the information technology strategic plan, including funding and prioritization of projects before they are initiated" Purba et al., (1995). In the context of small business, there is, level of support for the computerization project; frequency of attendance at project meetings; level of involvement in information requirements analysis; and level of involvement in decision-making relating to the project.. (Yap et al. 1992)

ñTop management involvement is critical, while only top managers are equipped to act as the mediator between the imperative of the technology and the imperative of the organizationò. One of the tasks of top management is to assist in project review meetings. Kraemmergaard and Moller (2000). The purpose of project review meetings is "to assess progress and identify areas of deviations from the plan so that corrective action can be taken". (Jurison, 1999, p. 31),

The author also states that project review meetings provide visibility to plans and progress and create opportunities for obtaining and enforcing commitments from the participants.

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er management is crucial to the adequate resourcing of s, and to promoting company-wide acceptance of the project". Welti (1999, p. 137). Another important aspect is the recognition from top management that project implementations require the use of some of the best and brightest people in the organization for a notable period of time. Therefore, top management must help to identify these people, free them from other responsibilities, organize them into an interdisciplinary team, and empower them for the responsibility of the project (Chen 2001).

Other important aspect is the commitment with the project. Top management needs to publicly and explicitly identify the project as a top priority. Wee (2000). Some view points of commitment are: commitment to an information systems development project involves ñdoing what is necessary throughout the stages of system development, installation, and use to assure that the problem is understood and that the system development solves that problemò (Ginzberg 1981, p. 54).

The Capability Maturity Model (CMM) defined commitment as ña pact that is freely assumed, visible, and expected to be kept by all partiesò (CMU 1994).

Commitment is a psychological state of attachment that defines the relationship between a person and an entity. It is the degree to which an individual internalizes or adopts the goals and values of the organization. OõReilly and Chatman, (1986). In another definition, commitment is described as "an individual's affective attachment to the goals and values of an organization, to (his or her) role in relation to these goals and values, and to the organization for its own sake apart from its purely instrumental worth to the individual (DeCotiis and Summers, 1987).

Dong and Ivey (2000) defined two types of top commitment: commitment to resource and commitment to change management. Case studies on ERP systems suggest that the commitment of top management to resources is key to facilitating implementation processes

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and Sabherwal (1996) identified the determinants of tems development projects: project determinants, psychological determinants, social determinants and, structural determinants. They also proposed a model explaining the dynamics of commitment and how these determinants affect the levels of commitment. However, this model does not define these levels and it also does not take into account the research made by other authors related with commitment development such as Meyer and Allen (1991) and Conner and Patterson (1982). The management commitment development model to software process improvement proposed by Abrahamsson and Jokela (2000) takes into account these studies.

Based in an extensive literature review on the commitment topic, affective commitment refers to the employeeôs attachment to, identification with, and involvement in the organization. Normative commitment reflects a feeling of obligation to continue membership with the organization. Continuance commitment refers to an awareness of the costs associated with leaving or abandoning the organization. (Meyer and Allen, 1991)

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summary of the main concerns with top management

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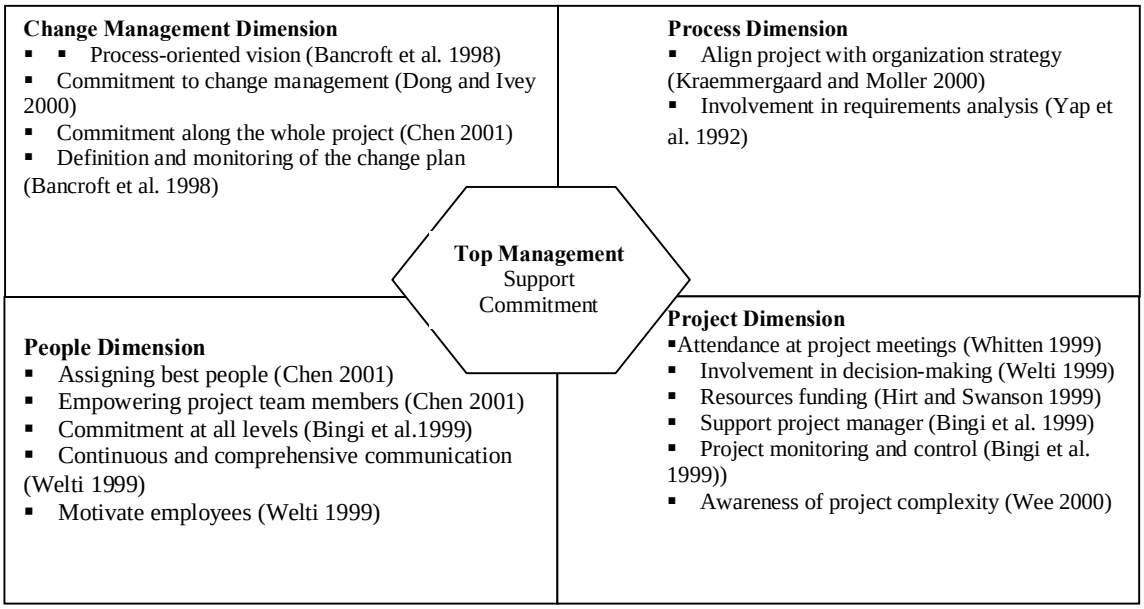

Figure 1 – Top Management Concerns in the Context.

Top managers are active decision makers. (Schmit and Konzar, 2008)

First initiators, who keep close tabs on progress, step in to remove organizational barriers, display enthusiasm and publicly declare commitment and ensuring rapid decision making and accountability for results. (Emery, 2008)

Top management commitment is the factor that determines the tipping point between potential success and failure when developing and implementing projects and systems. Top management according to Seth implies the steering committee formed for the execution of the continuity project. Top management should do validation of whether the successor to the top management representative is able to perform the same as top management for an effective implementation management system. (Sandesh Seth, 2007)

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Canada is responsible for the overall responsibility and

, guidance throughout all the phases of implementation, approval of all deliverables and co-ordination of the Agencyôs implementation process (Mitchell, 2005).

ADRA Cambodia management, administration and finance structures in Australia exist to support program teamôs activities. Transparency and accountability are taken seriously in both finance and programmatic areas. Sound fiscal control mechanisms are supported by the promotion of integrity as a core value amongst staff. Documented policies and procedures are a testament to ADRA as a learning organization. Through ADRA/Côs strategic planning process, mechanisms are in place to ensure that policies enhance operations rather than hinder them through double loop learning approaches. ADRA/C considers its staff to be its most important asset. Human resource management systems exist to ensure that staff is highly motivated, committed to ADRAôs mission and competent to carry out their designated team work. Managers and supervisors are regarded as coaches of staff and this enables on the job learning to be maximized. The county director leads the administrative team in a consultative and participatory manner in decision making. Regional advisors coach each project manager to lead in a similar way (capacity statement of ADRA Cambodia 2006-2011)

Participative leadership contributes to higher job satisfaction, effort and performance among employees. Participative leadership also has benefits in terms of higher decision-making quality, higher decision acceptance by participants, more satisfaction with the decision process, and more development of decision-making skills. (Yukl, 2002)

Involving middle and lower level managers in formulating of strategy development; increase their involvement, understanding and commitment to such strategies. (Carraher and Holt, 2002)

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with the above opinion and therefore investigates

inant of successful project implementation under top management support. (Parnell,

There are however challenges in applying participative leadership effectively. This includes employees being unable to perform their jobs, managers providing inadequate leadership and directions and employees and managers delaying or preventing changes that they find threatening or disagreeable (Alexandar, 1995) A lack of shared knowledge between managers and employees can also create a barrier to successful strategy implementation. (Noble, 1999).

Participative leadership style however, can overcome these barriers. (Nutt, 1986). Leadership is retarding project implementation where decisions are made on impressions where it should actually be based on facts and figures. Actions should be guided by projectôs objectives and not individual egos. A leader should know what he/she wants team members and follower members to do, convey that understanding to them, contribute to their motivation and remove any barriers to their success. Participative leadership from top management support exerts a positive influence on project implementation. (Collins, 2001)

Project management requires deliberate planning and action to create the conditions for success and put in place the strategy, leadership, goals, processes, skills, systems, issue resolution, and structure to direct and exploit the dynamic nature of project work. If work today is done through projects as is surely the case, then working smarter on the projects will undoubtedly enable an organization to meet, head-on, whatever strategic and operational changes may come its way. (Emery, 2008)

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Monitoring is a management tool for tracking progress of ongoing projects. The basic idea is to compare actual performance with plans and to measure actual results against expected results. The monitoring function is an integral part of project execution. It is simply a way of making efficient project follow-up and to provide systematic, consistent and reliable information on project progress ï monitoring makes a project more systematically manageable. (Klinger, 1999)

2.4.1 Functions of monitoring

It provides information to be presented to national counterparts and external financing partners at periodic meetings and in progress reports. It provides a basis for decisions on necessary modifications of the educational projects; resource utilization may be adjusted, priorities shifted and new activities introduced. Flexibility and agility in project management is enhanced as it will help the ADRA educational project managers to: show results, to understand and explain to others what is happening in the project and why expected results are or are not achieved. It will also provide arguments for needed changes and to build confidence with top management in ADRA, national counterparts and financing partner agencies (Klinger, 1999)

Monitoring also improves the chances of serving the target population well, because the effect on the target population is analyzed reiteratively. Monitoring is done periodically during project implementation assessing project progress Klinger (1999). Continuous and quality Monitoring and Evaluation can improve project management considerably. Results-based Monitoring and Evaluation system place emphasis on use of information streams that are more or less continuous, and which can be trusted and used in real time for decision

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uation is effective, knowledge should accumulate in the he documented institutional memory of the organization and its partners, in their planning and management procedures (Guijt and Woodhill, 2002)

For monitoring and evaluation system to be able to maximize its potential as a learning mechanism, both its development and use process used to be of a participatory nature, i.e. they need to involve different stakeholders as well as their diverse concerns. Broadly speaking any organizational activity involves different actors who are likely to have diverse interests and stakes with regard to monitoring and evaluation systems. For instance, a social organization might expect that using a monitoring and evaluation system will create learning that will help improve its ongoing and/or future undertakings, allowing it to improve its relative standing/competitiveness vis-à-vis donors and improve its ability to secure additional funding to sustain its organizational activities; whilst donors might expect that the setting up of monitoring and evaluation systems within projects or interventions supported by them will allow them to find out whether projects are being implemented according to the terms and conditions agreed and whether their resources are being used to obtain the expected outcomes and impacts (ACFOA, 2002)

Participatory approach which is a people centered approach enhances ownership and promote sustainability of interventions. It leads to greater involvement, better and more lasting results and shared commitment and responsibilities. This approach also has the benefit of building national capacity in the area of monitoring. Monitoring and feedback relates to the project control process whereby key personnel and interested parties (e.g. end-users) accumulate, assess, and utilize feedback on how the project is progressing relative to initial and ongoing projections.

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ect management requires the right people with the right skills. Some people are just not suited to the challenges of project management, they do not thrive in the inherently ambiguous and give-and-take environment of projects. Other blossom in it; they love the challenge of working toward a goal and being part of a project team; they love the unique challenge that each project brings. Such people are motivated by the opportunity to learn. Those who install project management must have the ability to identify, hire and retain people who are best suited for project work.

The capabilities of project team members need to be continuously evaluated. Each project should enhance existing capabilities and provide new development opportunities in areas such as leadership, problem solving and decision making, human performance management, communication, portfolio management, cost accounting and contracts. (Longman and Mullins, 2008)

The personnel attributes measures and encompasses the various aspects and activities associated with recruitment, selection, and training of project team members. Belout, (1997) more specifically, for purposes of the study is concerned with the constitution and ongoing development of an implementation team. (Belout & Guavreau 2009)

The important aspect of implementation process requires personnel that is recruited, selected and trained according to the skills that are required in that particular project. The knowledge, skills, goals and personalities must be considered in assessing the environment of the organization. Only after such a diagnosis takes place can the management team begin to set objectives and design the implementation approach (Alex Bavelas, 1986)

The expectations placed upon staff, institutions should proactively address the inevitable personnel issues. Implementation provides an excellent opportunity to implement a talent management program which will help guide the staff through the implementation

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new roles after implementation. The top benefits of a

g to the collegiate project services (2010) include:

Competitive and skills planning enables an institution to identify the critical talents and skill sets essential for each position. This effort will result in a skills foundation that becomes the baseline for monitoring employee success throughout and after the implementation process. Career and compensation planning which provides a growth and advancement roadmap for employees that illustrates what is possible for them during the implementation as well as what they may transition into once the new system is up and running. Career and compensation planning also outlines the proper rewards employees will receive for obtaining the necessary skills and making a successful transition. (Collegiate Project services, 2010)

2.5.1 Recruiting and Performance Management

Early preparation for filling the inevitable vacancies will help your institution attract and hire the right people with the right skills. Continually monitoring and assessing the progress of existing talent development helps you compare staff performance progress to institutional objectives and ensures that legacy staff members are responding to the new skill requirements. Selecting the right employees to participate in the implementation process and motivating them is critical for the implementation and success, (Khan, 2002).

An implementation team consists of highly respected individuals from each function and they are entrusted with important decision-making responsibility, Umble et-al, (2002). In making the project implementation process, implementation teams should be provided with clear role definitions, Bancroft; Selp & Sprengel, (1998). Because project work can be very demanding and complete, people with a high learning potential must be assigned to projects

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must be available on a full-time basis to ensure project

Project personnel should spend extra time up front to define in great detail exactly how the implementation would be carried out. This should include what methods and process options would be implemented and how the process would be managed. This is called business process management (Mabert, Soni and Venkataramanan, 2003)

It is truism that effective project management requires the right people with the right skills. Some people are just not suited to the challenges of project management, they do not thrive in the inherently ambiguous and give-and-take environment of projects. Other blossom in it; they love the challenge of working toward a goal and being part of a project team. They love the unique challenge that each project brings. Such people are motivated by the opportunity to learn. Those who install project management must have the ability to identify, hire and retain people who are best suited for project work. The capabilities of project team members need to be continuously evaluated, teach project should enhance existing capabilities and provide new development opportunities in areas such as leadership, problem solving and decision making, human performance management, communication, portfolio management, cost accounting, and contracts. (Longman and Mullins, 2008)

2.6 Influence of Client Consultation on Implementation of ADRA Educational Projects

Client is anyone who will be making use of the result of the project as either a customer outside the organization or a department within the organization. Once the manager is aware of the major clients, he is better able to accurately determine if their needs are being met.

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becomes a weak process without the use of systematic

eed for research and setting research priorities to ensure the maximum return in the shortest period of time.

Client consultation and the research process

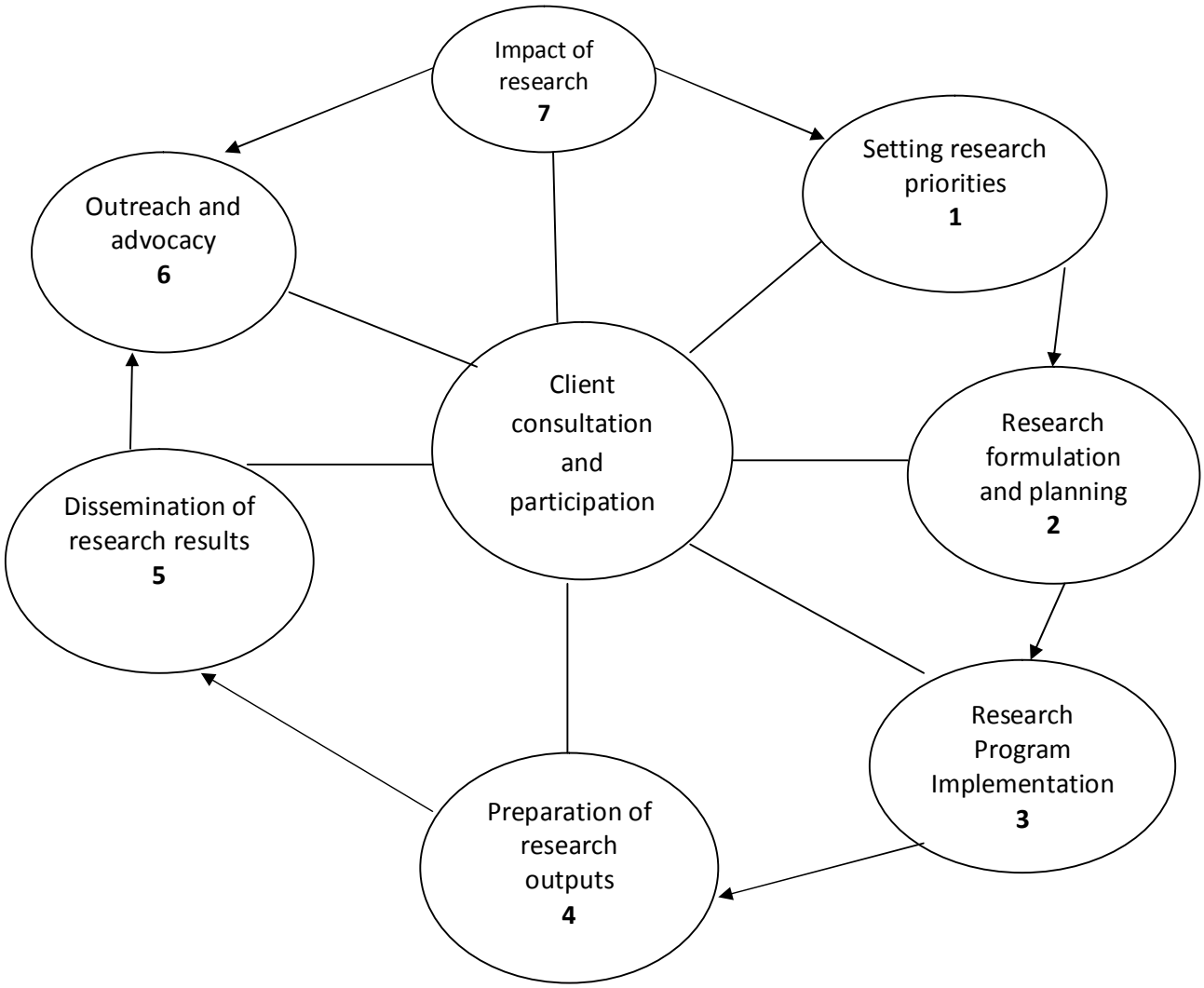

Fig. 2: Client consultation and the research process (Babu and Khaila 1996)

The client consultation process has seven stages and the 1st stage begins the research process. At this entry point the appropriate group of clients ï decision makers and end users of the proposed research output, engage in a dialogue. Following the initial dialogue, these

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ipatory role throughout or be consulted and encouraged

es of the research process. The clients who will be participants in the research should be determined at this stage (Babu and Khaila 1996).

The in-country research collaborators are active participants in research program planning and implementation stage 2 and 3 but share a responsibility in ensuring that the correct set of clients is identified at each stage of the research process. Other clients at various stages of the implementation process may include donors, NGOs and government officers. Recognition of the needs of different clients determines at which stages of the research process they should be consulted and at which stages they should actively be encouraged to be participants. This understanding of the client base also enables an effective communication, advocacy and information dissemination strategy for research output to be devised; identifying both end users and appropriate mediums of information exchange, stage 4 and 5 outreach and dissemination of appropriate, relevant and timely information facilitates planning a formulation stage 6. However while the cycle appears complete, it is important that the impact of research be both addressed and utilized in formulating a continuing cycle of policy research stage 7. (Babu and Khaila, 1996)

2.7 Influence of Communication on Implementation of ADRA Educational Projects

This is a strategy that touches on the behavior and practices of multiple factors. The implementation of the strategy will be supported by a number of communication and knowledge management activities with a view of reaching out to staff, partner country stakeholders. (Ismael Hassen, 2009)

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unication and miscommunication is tantamount to being lied to Kinney, (1995) as cited in Boe (2002). Communication of the strategy is incomplete and sloppy when key words, phrases or strategic concepts are ill defined. Such as a situation subjects lower level manager to situations of misunderstanding, Miller (2006). It is important to improve communication in the workplace as it increases speed of getting to the market and therefore revenues, De Kare-Silver (2002). Communication is important to ensure that individuals at all organizational levels understand their responsibilities and to align themselves to a central purpose; mission and vision of the organization Bass re Avolio (1999). Widespread communication of the strategy is the best mechanism for ensuring enthusiastic and creative execution through ñbuy inò by others, (Alkhafaji, 2003).

Ineffective organization communication can hold back or slow down implementation of a project if it creates conflict among team members, reduces stakeholdersô commitment, costs time and money, and reduce quality (Kemp, 2004)

A badly informed group with vague responsibilities and ambiguous levels of status and authority is likely to be poorly motivated, slow to achieve results, expensive and frustrating to work with (Lock, 2003)

Effective communication also fosters good relations between managers and ordinary employees. The present study therefore will investigate the role that communication plays in improving project implementation. Although an entire discipline is devoted to the study of organizational strategy, including strategy implementation, little attention has been given to the links between communication and strategy Forman and Argenti, (2005). Because both strategies and projects are types of plans. Marx. Van Rooyen. Bosch & Reynders (1998).

Organizational communication is the act of providing information to all the management functions, namely; controlling, leading, organizing and planning, Smith and

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l therefore improve upward, downward and literal rybody at all organizational levels understand their responsibilities and are aligned around a central purpose, mission and vision (Bass & Avolio, 1999)

Communication of the strategy and project information should be well defined and as complete as possible. It should not only omit key phrases or strategic concepts that will cause misunderstanding at lower levels management, Miller, (2006). In other instances communication is not timely and retarded by negative interpersonal relationships, De Kare-Silver, (2002). Ineffective communication also erodes trust, therefore three communication pitfalls should be avoided; under-communication, ineffective communication and inconsistent communication, (Kotter, 1990)

Under-communication occurs when elaborate change efforts are communicated to members of an organization through a single memo or meeting. With the result that few people grasp the essence of the transformation. Ineffective communication is characterized by an inability to communicate a message despite intentions to do so. Without clarity and understanding, the leadership of an organization will find it difficult if not impossible to communicate meaning to the members of the organization. In the absence of shared meaning and interpretation of reality; coordinated action will be difficult to facilitate. Inconsistent communication occurs when the day to day actions of leaders are inconsistent with their messages (Kotter, 1990)

There are also other barriers to effective communication. Firstly information overload which is a condition where individuals have more information than the individuals can sort out and use. They then tend to select, ignore or forget information. Secondly, language could also be a barrier to effective communication. Since words mean different things to

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ms and words by top managers might not be understood 1994)

Organizational communication also plays an important role in training, knowledge dissemination and learning during the process of strategy and project implementation. Through communication process, organizational context and implementation objectives are directed. Despite the merits and quality aspects of a strategy or project, if the project team does not understand and accept it, performance will suffer. This could delay or cause the project to fail. Communication has four major functions within an organization namely control, motivation, emotional expression and information. For an organization to enhance performance the managers need to maintain some form of control over their employees; stimulate employees to perform, provide means for emotional expression and make the information flow effectively. Effective communication fosters enthusiasm, buy-in and creative execution of tasks (Alkhafaji, 2003)

Communication is mentioned more frequently than any other single item in promoting successful strategy implementation. The context of such communication usually includes clearly explaining what new responsibilities, tasks, and duties need to be performed by the affected employees. The present study will concur that communication is an important determinant of project implementation and investigate it as such. (Alexander, 1985)

Effective internal communication is important to accomplish organizational communication because it fosters trust, foster decision-making and improved performance. Howard, (2003) where studies show that unclear communication is a major factor in every organizational problem. Malosh, (2009). Organizational communication therefore exerts a positive influence on project implementation.

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yolôs Administration theory. He focuses on the personal duties of management at a much more granular level. Fayolôs work is more directed at the management layer. Fayol believed that management had five principle roles: to forecast and plan, to organize, to command, to co-ordinate and to control. Forecasting and planning was the act of anticipating the future and acting accordingly. Organization was the development of the institution's resources, both material and human. Commanding was keeping the institutionôs actions and processes running. Co-ordination was the alignment and harmonization of the groupsô efforts. Finally, control meant that the above activities were performed in accordance with appropriate rules and procedures.

Fayolôs principles of administration include; Specialization/division of labor; Authority with responsibility, Discipline, Unity of command, Unity of direction, Subordination of individual interest to the general interest, Remuneration of staff, Centralization, Scalar chain/line of authority, Order, Equity, Stability of tenure, Initiative and Esprit de corps

2.9 Conceptual Framework

This conceptual framework shows the relationship between five independent variables and how they will affect or influence the implementation of ADRA Educational projects.

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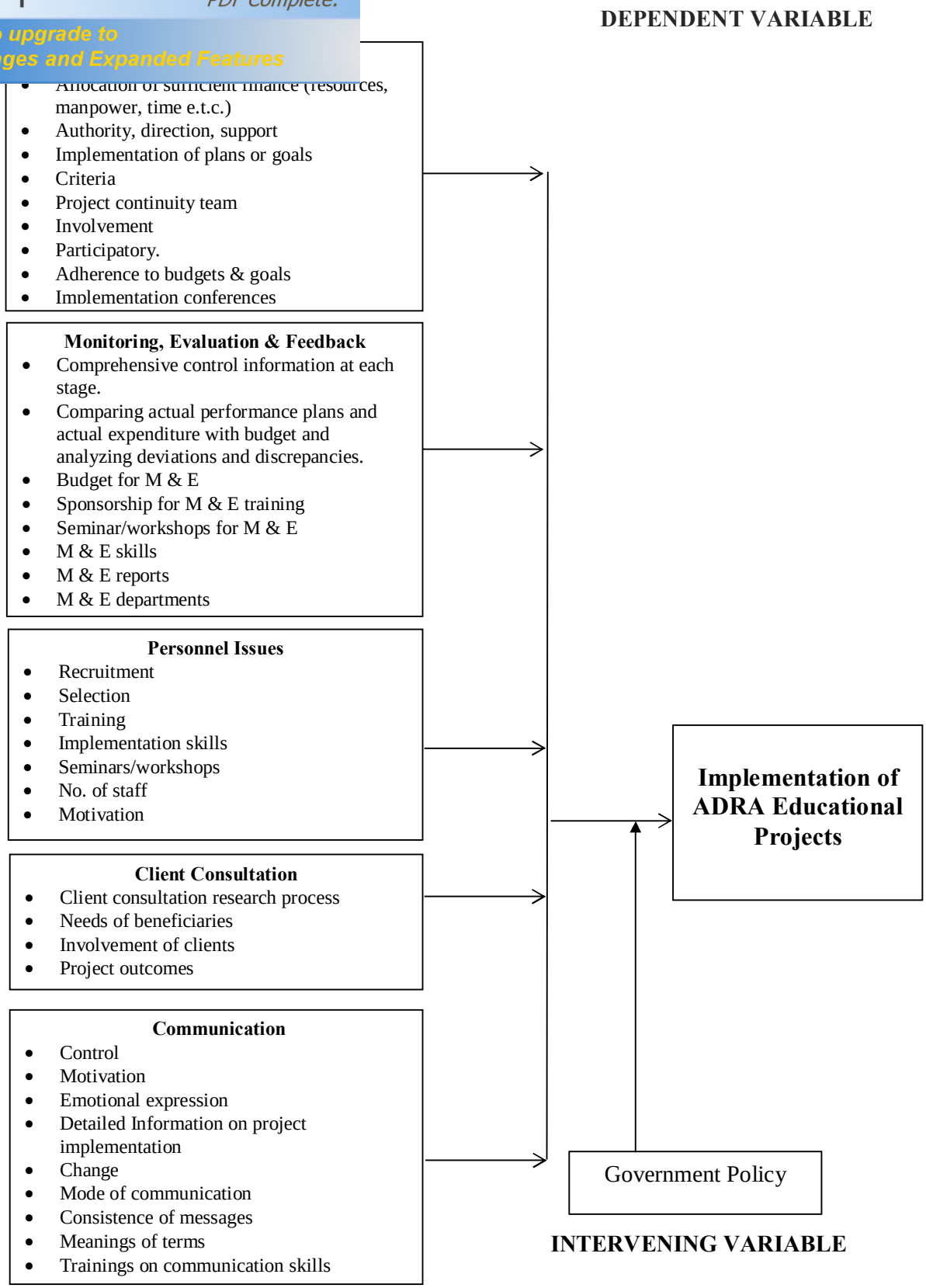

Figure 3: ***Conceptual Framework on factors influencing the implementation of ADRA Educational projects.***

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significant role in support of project implementation for ADRA educational projects because they will be part of the project. They will be involved in giving support at all stages of the project life cycle in allocation of resources that are sufficient, in giving direction and support implementation of plans or goals for the ADRA educational projects among others, to facilitate the implementation effectively.

The implementation of ADRA educational projects will be influenced by a project team with the requisite skills to perform their function. For the implementation to be successful it will also require systematic monitoring, evaluation and feedback which will give comprehensive control at each stage of the implementation process.

Client consultation is an important factor that influences project implementation as the project managers will be able to determine accurately the needs of the major clients who will be making use of the project either in the organization or outside through the client consultation process.

2.11 Chapter Summary

This chapter attempted to review related works to the topic under study. It reviewed related works on the influence of Top Management Support, Monitoring, Evaluation and Feedback, Personnel Issues, Client Consultation and Communication on Implementation of ADRAôs Educational Projects in Nyamira County. In top management support the study reviewed related literature on management commitment participative leadership on implementation of projects and main concerns with top management support which included change management dimension, process dimension, people and project dimension. With the influence of M & E and feedback, the study reviewed related literature on functions of M & E, related literature on personnelôs recruitment and performance management was looked at,

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tion and research process was reviewed and related

ication was reviewed too. This chapter also focused on Henri Fayolôs Administration Theory as the theoretical framework and it also looked at the conceptual framework with the independent, intervening and dependent variables.

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CHAPTER THREE

RCH METHODOLOGY

3.1 Introduction

This chapter gives a brief description on the research design to be adopted in this study; the target area and the population of the study as well as the sampling technique employed. The instruments used for data collection is briefly explained as well as how data was collected and analyzed; ethical considerations and operational definitions of variables.

3.2 Research design

The research used descriptive survey research design because of the nature of the ADRA educational projects and it was meant to describe a behavior or subject. This type of research also helped to collect much information through description.

The survey instrument was derived from prior research thereby enhancing the validity and reliability of its research effort. By using the same phrasing and ordering of questions in this descriptive survey design, it was possible to summarize the views of all respondents succinctly. (Nunnally & Bernstein, 1994)

A representative sample of people were asked the same set of questions to enable the researcher to describe the attitudes of the population from which the sample was drawn (Shaughnessy, Zechmeister & Zechmeister, 2003)

3.3 Target Population

The research targeted educational projects under ADRA and investigated all ADRA educational projects implemented in Nyamira County. The study targeted ADRA officers working directly with ADRA and schools under ADRA project, Headteachers and all teachers in those schools, parents of those schools under ADRA and school management

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projects. The respondents to the research study were 35

3.4 Sample Size and Sampling Procedure

Obtaining an unbiased sample is the main criterion when evaluating the adequacy of a sample. An unbiased sample is one in which every member of a population has an equal opportunity of being selected in the sample (Patten, 2004).

The study employed stratified and purposive sampling. The total population consisted of 1,500 parents, 70 teachers, 5 SMC members and 5 Headteachers leading to a target population of 1,580. The study used stratified sampling where it identified sub groups in the population i.e. SMC members, Headteachers, teachers for ADRA and parents of beneficiaries for the ADRA programme from the 5 schools.

Stratified sampling was used to group population into homogeneous sub-sets that share similar characteristics and to ensure equitable representation of each stratum in the sample.

The study then used purposive sampling by consciously including only the ADRA officials from each category to include in the study as they were the only ones who managed ADRAôs educational projects and the sample size included one Headteacher from each school, one SMC member from each school, one ADRA teacher from each school and five parents of the children who benefited from the programme from each school. This led to a sample size of 35 respondents.

Purposive sampling was used to collect focused information as it selects ñtypicalò and useful cases only (Oso and Onen, 2009)

Due to the size of the sample, the whole sample population was chosen to represent the total population. ADRA Manager, one SMC member, one Parent, Teachers and

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with ADRA Educational projects in Nyamira County

ADRA has 35 respondents in Nyamira County, hence, chose the whole sample population.

3.5 Research Instruments

This study used a questionnaire and interviews as main tools for collecting data.

Questionnaires

A questionnaire is a collection of items to which a respondent is expected to react in writing (Oso & Onen, 2009)

Questionnaires were good because, confidentiality was upheld, saved time, information was collected from a large sample and diverse regions (Kombo & Tromp, 2006).

Each item in the questionnaire was developed to address a specific objective, research question or hypothesis of the study (Mugenda & Mugenda, 2003).

The questions in the questionnaire were both open and closed.

Each respondent was asked to compare an educational implementation project initiated by ADRA that was currently underway or had recently been completed and in which they had participated as a member of the project team. The identified project served as the participantôs frame of reference in developing responses to the survey questionnaire. (Adam and Barndôs, 1998)

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face interviews to fill questionnaires for some of my respondents in the community who were not able to provide information in written form because of illiteracy and because the study intended to elicit more in-depth responses.

3.5.1 Validity of Instruments

Validity concerned the crucial relationship between concept and indicator (Cramines, 1979).

A pilot study was conducted using four respondents who were randomly selected. The pilot study established the overall appraisal of the questionnaire drafted and filled by the four respondents. The purpose was to ensure that the items in the instrument were clearly stated and have the same meaning to all respondents. The respondents on which the instruments were pre-tested were not part of the selected sample. This tested the validity of the questionnaire and minor changes proposed were taken into consideration.

Content validity was a measure of the degree to which data collected using a particular instrument represented a specific domain of an indicator or content of a particular concept. In designing an instrument that yielded content, valid data, the researcher first specified the domain of indicators which was be relevant to the concept being measured (Mugenda & Mugenda, 2003)

3.5.2 Reliability of Instruments

Reliability was a measure of the degree to which a research instrument yielded consistent results or data after repeated trials.

Reliability of instruments was ensured by the researcher deciding what information would be sought, what type of questionnaire and interview schedule would be used and what order

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effective (Shaughnessy, Zechmeister & Zechmeister,

3.6 Data Collection Procedure

Authority from the Ministry was sought to carry out the research in the said area of Nyamira County. The DEOôs office Nyamira County was also made aware. The research permit gave consent to the researcher to participate in the study and letters of approval to conduct research (Mugenda & Mugenda, 2003).

Questionnaires and interviews were used as the main tools to collect data. For those respondents who were not able to write due to illiteracy there were face to face interview and I assisted in filling the questionnaire; this was also done when I intended to elicit more in-depth responses. Most of the respondents got the questionnaires through hand delivery. For clarification of some sections that were not answered a telephone interview was carried out.

3.7 Data Analysis Techniques

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions (Kombo & Tromp, 2006)

Data was obtained from the respondents. This data was analyzed and summarized inform of tables where necessary. All the above data collected was systematically organized in a manner to facilitate the analysis. The information obtained was tabulated in form of numerical values frequencies based on percentages and graphs were derived from some tabulated tables. Each table tried to qualify or disqualify the facts on factors influencing implementation of ADRA Educational Projects in Nyamira County.

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e researcher made sure that all ethical issues were considered. An informed consent procedure was followed. Every questionnaire was introduced with a statement assuring respondents that data was only meant for academic purposes and that it was regarded with high confidentiality.

The researcher answered all the questions from the participants and any information gotten was kept confidential. All the citations were acknowledged. (Shaughnessy, Zechmeister & Zechmeister, 2003).

3.9 Operational definition of variables

Operational definition of variables referred to the measurement of a variable. It was the description of the operation that was used in measuring the variable. Operational definition of a variable could be stated quantitatively or categorically (Mugenda & Mugenda, 2003).

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TION TABLE

questions		Indicators	Measure of scale	Data collection method	Tools	Data analysis
	Dependent Implementation of ADRA educational projects in Nyamira County					
To what extent do top management support influence implementation of ADRA educational projects in Nyamira County?	**Independent** Top Management Support	• Lack of resources both human & financial. • Poor support of implementation plans or goals. • Lack of project continuity	Nominal	Survey	Questionnaires interviews	Tables
To what extent does monitoring, evaluation and feedback influence the implementation of ADRA educational projects in Nyamira County?	**Independent** Monitoring, Evaluation & Feedback	• Lack of M & E skilled personnel	Nominal	Survey	Questionnaires interviews	Tables
To what extent do personnel issues influence implementation of ADRA educational projects in Nyamira County?	**Independent** Personnel Issues	• Lack of knowledgeable & skilled personnel in project management. • Lack of enough staff. • Lack of workshops & seminars.	Nominal	Survey	Questionnaires interviews	Tables
To what extent does client consultation influence implementation of ADRA Educational projects in Nyamira County?	**Independent** Client Consultation	• Lack of involvement of clients • Poor outcomes.	Nominal	Survey	Questionnaires interviews	Tables
To what extent does communication influence implementation of ADRA Educational project in Nyamira County?	**Independent** Communication	• Lack of detailed information to stakeholders. • Communication through single memos & single persons. • Term rarely explained.	Nominal	Survey	Questionnaires interviews	Tables

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CHAPTER FOUR

N, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, the presentation of data was systematically linked to the format of the questionnaires attached in the appendix. Descriptive statistics such as frequency tables and percentages were used to analyze responses to various questionnaire items regarding factors influencing implementation of ADRAôs Educational Project in Nyamira County.

4.2 Questionnaire Return Rate

The questionnaires were distributed to respondents by hand delivery and were returned through the same media. A total of 35 respondents were issued with questionnaires and 30 were returned. The response rate was calculated as:

Response Rate = Number of Questionnaire returned x 100% / sample

$$R = \frac{30 \times 100}{35} = 85.714$$

A response rate of 85.71% was received by the research study indicating a high response rate.

4.3 Demographic Information on Respondents

The questionnaires were distributed to ADRA project managers and officers in Nyamira County. The respondents were asked to indicate their sex to assist in knowing the majority of officers working with ADRAôs Educational Projects. Was it men or women? The following table 4.1 shows the responses.

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ndents

	equency (f)	**Percentage (%)**
Male	18	60
Female	12	40
Total	**30**	**100**

From the table above most of the ADRA officials in Nyamira County are men represented by 60% against women 40%. This table was interpreted to mean that women should be empowered to be able to participate and work with ADRAôs educational projects in Nyamira County.

Table 4.2: Respondents age distribution

Sex	**Frequency (f)**	**Percentage (%)**
18- 30 years	0	0
30-40 years	07	23.33
40-50 years	16	53.33
Above 50 years	07	23.33
Total	**30**	**100**

Most ADRAôs educational projects officials were aged between 40-50 represented by 53.33% as the table above shows. There was none between the age of 18-30 years. Those within the age bracket of 30-40 years and above 50 were 7 each leading to 23.33% each.

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ed to indicate their highest level of education. This question was important because with high levels of education the ADRA educational projects would be implemented well and achieve the intended objectives. The response to this is represented by Table 4.3.

Table 4.3: Percentage of educational level of the Respondents

Level	Frequency (f)	Percentage (%)
No education	0	0
Primary education	1	3.33
Secondary education	5	16.67
College education	20	66.67
University education	4	13.33
Total	**30**	**100**

From the results the highest educational levels of the ADRA officials was of those with college education which had a percentage of 66.67% with the highest number of the total respondents. It was followed by those with secondary education with 16.67%, those with university education 13.33%, with primary education 3.33% and there was none with no education. This indicates that most of the ADRAôs educational projectsô officers were headed by literate people.

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Management Support on Implementation of ADRA's

a County

The purpose of this study was to investigate the influence of the implementation of ADRAôs educational projects in Nyamira County. The respondents indicated how Top management influenced implementation of ADRAôs educational projects. This objective included variables such as; enough funds being factors in for the projects, if there is any criteria in selecting schools, whether there is a project continuity team, involvement of top managers in initiation and decision making of projects, trainings, M & E department, and top managers ensuring budgets and targets laid down are achieved at the expected time.

Table 4.4: Frequency distribution to show whether ADRA officials attended training

Trainings	Frequency (f)	Percentage (%)
Yes	26	86.67
No	4	13.33
Total	**30**	**100**

In establishing whether ADRA officials attended any trainings in management skills, the respondents agreed with a percentage of 86.67% while a small percentage of 13.33% said no. This proved that the top managers scheduled trainings for its ADRA officials in Nyamira County at least once a year.

The respondents were also asked to indicate whether they received enough funds to run their projects smoothly. This question was important because with enough funds being

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cts in Nyamira County could run smoothly without any

ndicated in table 4.5 below.

Table 4.5: Frequency Distribution showing whether ADRA officials received enough funds to run their projects

Enough funds	Frequency (f)	Percentage (%)
Yes	2	6.67
No	28	93.33
Total	**30**	**100**

The results indicated that the projects never received enough funds with a percentage of 93.33% saying no and 6.67% saying yes. This indicated that most of the ADRA educational projects did not receive enough funds to run smoothly.

After asking the project officials if top management is involved in initiation, implementation and in decision making of projects 23 said yes while 7 said no. This led to 76.67% saying yes and 2.33% saying no. This indicated that top management is involved when initiating and implementing the ADRA educational projects in Nyamira County. The response to this is indicated in table 4.6 below.

Table 4.6: Frequency Distribution showing Top Management Participation

Top Management participation	Frequency (f)	Percentage (%)
Yes	23	76.67
No	07	23.33
Total	**30**	**100**

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n achieving targets laid down

agement ensure that the budget and targets laid down were achieved at the expected time, 21 of the respondents said No while 9 of the respondents said Yes. This indicated that a higher percentage of top managers for ADRA educational projects in Nyamira County did not ensure that the targets laid down were achieved in the expected time. This is shown in the table 4.7 below.

Table 4.7: Influence of Top Management in Achieving Targets

Factor	**Frequency (f)**	**Percentage (%)**
Achieving targets in time		
Yes	9	30
No	21	70
Total	**30**	**100**

Table 4.8: Criteria of Choosing Schools

Factor	**Frequency (f)**	**Percentage (%)**
Criteria		
Yes	22	73.33
No	8	26.67
Total	**30**	**100**

After asking whether there was any criterion in choosing the schools with ADRA educational projects in Nyamira County, 73.33% of the respondents said Yes and 26.67% of the respondents said No. This indicated that there was a criteria used. When establishing further the type of criteria, the study found that they basically chose Adventist schools. This question was important because the ADRA organization is supposed to cut across the county regardless of religion or tribe. It entirely works for the

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top managers were not keen on the type of schools

Table 4.9: Frequency Distribution of Project Officers view about project continuity team

Factor Project Continuity Team	Frequency (f)	Percentage (%)
Yes	14	46.67
No	16	53.33
Total	**30**	**100**

After asking if there was a team that continued running the ADRA educational projects every year; 46.67% said yes and 53.33% said No. The result indicated that averagely there was no team that kept the ADRA educational projects running from time to time.

4.6 Objective 2: Influence of Monitoring and Evaluation and Feedback on Project Implementation of ADRA Educational Projects

Table 4.10: Frequency Distribution showing if ADRA factors in finances for M & E departments

Factor M & E Funds	Frequency (f)	Percentage (%)
Yes	25	83.33
No	5	16.67
Total	**30**	**100**

Table 4.10 shows that 83.33% project officers agree that finances were factored in for M & E while 16.67% said no. This indicates that M & E should be carried out effectively.

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ıtion showing M & E Departments

equency (f)	**Percentage (%)**
M & E Departments	
Yes	18	60
No	12	40
Total	**30**	**100**

From table 4.11 above 60% of the respondents agree to be having M & E departments in their institutions while 40% of the respondents said No. This should mean that M & E is carried out on the ADRA educational projects of Nyamira County.

Table 4.12: Frequency Distribution showing sponsorship of M & E Trainings

Factor	**Frequency (f)**	**Percentage (%)**
M & E Trainings		
Yes	11	36.67
No	19	63.33
Total	**30**	**100**

Table 4.12 above contains response from respondents on whether they are sponsored for M & E trainings. 63.33% said No while 36.67% said Yes. This indicated that most of the ADRA officials in Nyamira County are not sponsored for M & E trainings.

Brown, Lafond and Macintyre, (2001) contends that capacity in terms of skills is limited in many organizations. This perhaps explains that reason behind that observation. This observation agreed with the fact that most projects do not sponsor respective officers for trainings thus lack financial resources to attend such relevant workshops.

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ıtion showing level of M & E skills

	equency (f)	**Percentage (%)**
Excellent	1	3.33
Good	10	33.33
Average	7	23.33
Below average	12	40
Total	**30**	**100**

Table 4.13 shows that 40% of the ADRA officials were below average in terms of M & E skills, 33.33% had good skills in M & E, 23.33% had average skills in M & E while 3.33% had excellent skills in M & E. This indicated that regardless of the M & E departments available and the finances factored in by ADRA for M & E departments the ADRA officials had little or less knowledge of M & E skills. The donors for ADRA educational projects should ensure the funds given equip the projects officers with practical M & E skills.

Table 4.14: Frequency Distribution showing submission of M & E reports to Donor/Sponsor

	Frequency (f)	**Percentage (%)**
Yes	20	66.67
No	10	33.33
Total	**30**	**100**

When the respondents were asked if they submitted M & E reports to the Donor/Sponsor of their ADRA educational projects in Nyamira County 66.67% said yes while 33.33% said no indicating that most of the M & E reports are submitted to their donors/sponsors.

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Table 4.15: Personnel Qualification Level

	Frequency (f)	Percentage (%)
University education	4	13.33
College education	18	60
Secondary education	4	13.33
Primary education	4	13.33
Total	**30**	**100**

Table 4.15 shows that majority of the ADRA personnel in Nyamira County had college level qualification of 60%, those with university, secondary and primary education had 13.33% each. This indicated that most personnel in ADRA were literate.

Table 4.16: Project Implementation Skills Level

	Frequency (f)	Percentage (%)
Advanced	0	0
Average	21	70
Below average	1	3.33
None	8	26.67
Total	**30**	**100**

Table 4.16 shows that majority of ADRA personnel had an average qualification of implementation skills, i.e. 70%, those with no implementation skills had 26.67%, below average was one respondent with 3.33% and there was completely none with advanced project implementation skills. This indicated that most of the ADRA officials lacked

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n skills despite being college level holders, as college directly to skill proficiency.

Table 4.17: Frequency Distribution showing how often personnel attend seminars/workshops on project implementation

	Frequency (f)	Percentage (%)
Quite often	6	20
Annually	5	16.67
Once	3	10
Never	16	53.33
Total	**30**	**100**

Table 4.17 above contains the statistics of respondents asked about the frequency at which they attend workshops/seminars on project implementation skills. 53.33% of the respondents said they never attended any, 20% said quite often, 16.67% said they attended annually and 10% said they attended once.

Brown, Lafond and Macintyre, (2001) contends that capacity in terms of skills is still limited in many organizations. This perhaps explains that reason behind the observation. This observation agrees with the fact that most projects do not sponsor respective officers for trainings, thus they lack financial resources to attend such relevant workshops.

Table 4.18: Frequency Distribution showing if personnel have undertaken any course in project management

	Frequency (f)	Percentage (%)
Yes	10	33.33
No	20	66.67
Total	**30**	**100**

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ey had done any course in project management and 20 said yes leading to 33.33%. This indicated that ADRA personnel generally lacked any management skills to run their educational projects smoothly which contradicts table 4.4 which indicated that 86.6% attended trainings in management skills.

Table 4.19: Frequency Distribution if Members of staff dedicated to specific educational projects are enough

	Frequency (f)	**Percentage (%)**
Yes	9	30
No	21	70
Total	**30**	**100**

Table 4.19 above indicates 70% of the respondents felt that there were no enough project staff officers dedicated to each educational project in Nyamira County while 30% of the respondents felt they were enough. This indicated that the work overload was too much for the members of staff to implement projects effectively. Santos, (1990) contends that lack of enough officers dedicated to projects is an hindrance to implementation of projects due to expansiveness of most of the projects.

Table 4.20: Frequency Distribution showing whether the right people are selected to participate in the implementation process

	Frequency (f)	**Percentage (%)**
Yes	12	40
No	18	60
Total	**30**	**100**

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the respondents felt the right people were not selected to process and 40% of the respondents felt the right people were chosen. This indicates that majority of the personnel didnôt have the right qualifications to implement ADRA educational projects in Nyamira County.

Table 4.21: Frequency Distribution showing whether ADRA personnel are given any motivation for implementation success

	Frequency (f)	**Percentage (%)**
Yes	8	26.67
No	22	73.33
Total	**30**	**100**

When respondents were asked if any motivation was given to them 73.33% said No while 26.6% said Yes. This indicates that most of the Personnel officials were not given any motivation to implement the ADRA educational projects smoothly.

Table 4.22: Frequency Distribution showing what should be given priority in order to achieve successful implementation of ADRA educational projects

	Frequency (f)	**Percentage (%)**
Top management support	2	6.67
Enough skills & knowledgeable staff	15	50
Involvement of beneficiaries	2	6.67
Proper communication	10	33.33
Project schedules	0	0
M & E feedback	1	3.33
Total	**30**	**100**

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heir opinion what they think could be given priority in ementation of ADRA educational projects and 50% of them felt it was knowledgeable and skilled personnel, 33.3% felt it was proper communication, 6.67% felt it was M & E and feedback while there was none for project schedules. This indicated that majority of the ADRA educational projects personnel fell they should be equipped with enough knowledge and skills.

4.8 Objective 4: Influence of Client Consultancy on ADRA Educational Projects in Nyamira County

Table 4.23: Frequency Distribution of Involvement of all clients in all stages of project implementation

	Frequency (f)	Percentage (%)
Yes	13	43.33
No	17	56.67
Total	**30**	**100**

Table 4.23 indicates that 56.67% respondents felt that the clients were not involved in all stages of project implantation while 43.33% of the respondents felt the clients were involved in all stages of project implementation. USAID, Pasteur and Blavert (2000) said that most of the Aid organizations have put more emphasis on stakeholderôs participation because that promotes a sense of ownership. This result indicates that project officers did not take the clientsô issue seriously.

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ibution showing whether project outcomes satisfy

	Frequency (f)	**Percentage (%)**
Yes	17	56.67
No	13	43.33
Total	**30**	**100**

When trying to know whether project outcomes satisfy ADRAôs intentions 56.67% said no while 43.33% of the respondents said yes. This indicates that majority of the outcomes did not satisfy ADRAôs intentions.

4.9 Objective 5: Influence of Communication in Project Implementation of ADRA Educational Projects

Table 4.25: Frequency Distribution on Provision of Information on Project Implementation to all Stakeholders

	Frequency (f)	**Percentage (%)**
Yes	12	40
No	18	60
Total	**30**	**100**

When respondents were asked if information was provided to all ADRA stakeholders on projectsô implementation 60% said No while 40% said Yes. This indicates that not all stakeholders were well communicated to on implementation of projects.

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ıtion on detailed information on what is to be done to

	Frequency (f)	Percentage (%)
Yes	12	40
No	18	60
Total	**30**	**100**

Table 4.26 shows that when the respondents were asked whether they got detailed information on whatôs to be done with the ADRA projects, 50% said yes while 60% said no. This indicated that the beneficiaries were averaged informed on what is to be done with the ADRA projects.

Table 4.27: Frequency Distribution to show how change is communicated to member of ADRA?

	Frequency (f)	Percentage (%)
Single memo	15	50
Single meetings	1	3.33
Several memos & meetings	14	46.67
Total	**30**	**100**

Table 4.27 indicates that 50% was communicated through single memo 46.67% was communicated through several memos and meetings and 3.33% was done through single meetings. This indicates that the ADRA officials were not communicated change quite oftenly to be able to own it.

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bution to show consistence of leader's actions with

	Frequency (f)	**Percentage (%)**
Yes	15	50
No	15	50
Total	**30**	**100**

Table 4.28 above indicates that averagely there was consistence of the leadersô actions with their day to day messages.

Table 4.29: Frequency Distribution showing if information delivery is done by one person

	Frequency (f)	**Percentage (%)**
Yes	28	93.33
No	2	6.67
Total	**30**	**100**

When the respondents were asked if information delivery was done by one person they overwhelmingly agreed with 93.33% while 6.67% said No. This indicated that information delivery took a long time to reach every member as one person is depended on; which is also dangerous as he/she was likely to forget others due to work overload.

Also when the respondents were also asked to state how often meanings of difficult terms commonly used were explained to them, 30% said rarely, 46.67% said quite often and 3.33% said never. This indicated that the difficult terms commonly used were rarely explained to the project officials by their managers.

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ribution showing how often managers explained

ed by them

	Frequency (f)	Percentage (%)
Quite often	14	46.67
Rarely	15	50
Never	1	3.33
Total	**30**	**100**

Table 4.31: Frequency Distribution to show whether top managers were trained in communication skills

	Frequency (f)	Percentage (%)
Yes	19	63.33
No	11	36.67
Total	**30**	**100**

When the respondents were asked whether top managers were trained in communication skills 63.33% said yes while 36.67% said No. This indicated that most of the top managers had communication skills which should enable them communicate to their member properly; which is not the case as table 4.30 indicates that meanings of terms commonly used were rarely explained to members and even table 4.35 indicates that 60% of the stakeholders were not communicated to on implementation of projects.

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CHAPTER FIVE

GS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter shall give summary of the research findings as analyzed in the previous chapter based on the research objectives and questions, conclusions drawn from the findings, recommendations for the study and suggestions for further research.

5.1 Summary of Findings

This research was based on the topic factors influencing implementation of ADRAôs educational projects in Nyamira County.

The objectives of this study were; to establish the extent to which top management support influence implementation of ADRA educational projects in Nyamira County, to establish the extent to which M & E and feedback influence implementation of ADRAôs educational projects in Nyamira County, to investigate the extent to which personnel issues influence implementation of ADRA educational projects in Nyamira County, to explain the extent to which client consultation influence implementation of ADRA educational projects in Nyamira County and to assess the extent to which communication influences implementation of ADRAôs educational projects in Nyamira County.

On the question does Top Management Support influence implementation of ADRAôs educational projects, the study showed that majority never received enough funds at a rate of 93.33% saying no, 76.67% of the respondents said that top management is involved

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projects, it also shows that 86.67% attended trainings in the study shows that 70% of top management do not ensure that targets and budget are achieved as stipulated. In establishing if there was any criteria used to choose the ADRA schools 73.33% said yes and further said it was only the Adventist schools that qualified, yet the organization is meant to assist the needy who should not only be from Adventist schools.

A bigger percentage of the ADRA officials indicated that there was no project continuity team in place to see the project running continuously without any problem.

The second objective was if M & E and feedback influence implementation of ADRA educational projects in Nyamira County. Where about 83.33% of the respondents agreed that finances are factored in for M & E, 60% agreed to be having M & E trainings, majority had M & E skills that were below average and 66.67% submit M & E reports to their donors/sponsors.

The third objective was to establish the influence of personnel issues on implementation of ADRA educational projects in Nyamira County. The study indicates that majority have a college level of education at a rate of 60%, 70% have an average qualification of implementation skills, a bigger percentage of 53.33% indicate that they never attended any seminars/workshops, 66.6% indicated they had not undertaken any course in project management which contradicted objective one where top management indicated that 86.6% attended trainings in management skills, 70% of the respondents indicated that the number of members of staff dedicated to one educational project is not enough, 60% felt the official selected to implement projects are not the right people, 73.33% indicated they

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or implementation success and 50% of the respondents able staff should be given priority among others.

The fourth objective was to explain the extent to which client consultation influenced implementation of ADRAôs educational projects in Nyamira County. 56.6% of the respondents felt clients were not involved at all stages of project implementation and 56.67% respondents felt the projectsô outcomes never satisfied ADRAôs intentions. A bigger percentage felt the clients will own all decisions made if they are involved at all stages of project implementation. The major challenge they felt of involving the clients at all stages was over ambition from the clients.

The fifth objective was to assess the extent to which communication influenced implementation of ADRA educational projects in Nyamira County. 60% of the respondents felt information was not provided to all ADRA stakeholders on project implementation, 50% of the respondents agreed that detailed information was given to them, 50% indicated that communication on change was done through single memos, 50% felt the leadersô actions with their day to day actions was not consistent, 93.33% indicated information delivery was done by one person, 50% indicated that meanings of commonly used terms were rarely explained by their managers, and 63.33% indicated that top managers were trained in communication skills.

5.2 Conclusions

Top management support has a direct impact on implementation of ADRA educational projects. Looking at the statistics the top managers did not receive enough funds to

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most of the top managers had training on management

nitiation and implementation of projects.

Despite the trainings of top management, majority of the respondents felt that top managers didnôt ensure that the targets and budget laid were achieved effectively and efficiently. Most of the respondents felt the criteria used was not fair as the top managers chose only Adventist schools, the project continuity team was not in place according to the majority in the research study.

Lack of finances led to poor management of projects thus impacting negatively. For effective work there has to be financial resources. Finance posse the greatest obstacle towards effective implementation of projects. Donors should be able to donate enough funds so that top managers can be able to fully and effectively carry out its duties (IFAD, 2002).

M & E and feedback is another factor researched on to see its effect on project implementation. Looking at the statistics project officers agreed that finances are factored in for M & E and they have M & E departments but majority agreed that theyôre not sponsored for M & E trainings, and most of them submitted M & E reports to their donors; majority of the respondents had M & E skills that were below average. This indicates that despite the finances factored in the M & E departmentôs majority of the respondents are not sponsored for M & E trainings and majority had M & E skills that were below average. Without M & E skills the implementation process will be affected negatively. Forss K & Carlsson J, Evaluation (1997) V. 3 says that the growing need for

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ult mean it is essential that the stakeholders have skills ir best.

Personnel issues is another factor that affects implementation of educational projects in Nyamira County. Most of the respondents in the research said that they had college education and their implementation skills were average. Majority of the respondents never attended workshops and seminars on project implementation skills, and majority have not undertaken any course in project management; which contradicts table 4.4 which indicated majority of top managers attended trainings in management skills. A bigger percentage indicated that the number of staff dedicated to one educational project was not enough, the right people were not selected to participate in implementation process and there was no motivation given to them for implementation success, while majority felt enough skills and knowledgeable staff should be given priority among other factors.

Without enough skilled personnel and motivation to the ADRA officials the project implementation process will not run smoothly.

Client consultation is another factor that affects projects implementation process. There was general agreement that clients were not involved at all stages of project implementation process and majority felt project outcomes did not satisfy ADRAôs intentions. Clientôs participation should be emphasized because this promotes ownership of decisions made thus project success. Pasteur and Blavert (2000) agrees that participatory implementation increases the sense of national and local ownership of program activities and ultimately promotes the likelihood that the program and their activities and their impact would be sustainable.

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ctor researched on to see its effect on project implementation. Majority of the respondents agreed that detailed information was not provided to the stakeholders on implementation of projects and information on what is to exactly be done, majority agreed that change was communicated through single memo, averagely there was consistence of leadersô actions with their day to day messages, overwhelmingly they agreed information delivery was done by one person, meanings of terms commonly used by managers were rarely explained and majority of the manager had been trained in communication skills. This indicates that there is need for proper channeling of information and meanings of terms should be explained always which will enhance implementation success of the ADRA educational projects in Nyamira County.

5.3 Recommendations

After undertaking this research I suggest that top managers should raise enough funds from the project sponsors or donors in order to support their projects well for implementation success. This can be done during proposal writing by including enough funds for implementation process including motivation for project officers , seminars and workshops and for administration costs for officers involved in the projects. The top managers should also ensure they have a project continuity team to enhance implementation success and relevant officers are sponsored for M & E trainings.

Another recommendation is for the ADRA personnel to be trained in relevant courses to enhance project implementation more especially in management skills and they should attend relevant seminars/workshops regularly. This will enable top managers have

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nning their projects and also enough staff to avoid

The research also proposes that all clients be involved in all stages of project implementation as this promotes a sense of ownership. The clients (beneficiaries) of the project are better placed to give an opinion of the project success or failure. They can also give unbiased view of the project weaknesses, loopholes or strengths which in return shall help the project officers redefine the direction of the project.

This research study also recommends that detailed information be provided to project beneficiaries and all who work with the projects on implementation of any project and any change be communicated in several memos and meetings to enhance implementation success. Leadersô actions with their day to day messages should be consistent and meanings of terms commonly used by managers should be regularly explained. Proper communication will lead to effectiveness and efficiency in the implementation process.

5.4 Suggestions for further research

I propose further research to be done on the following:

1) How ADRA management can substitute funds to enable smooth running of ADRA educational projects in Nyamira County.
2) Motivation of ADRA officials for implementation success.
3) Causes of poor management of ADRA projects inspite of having gone for several seminars and workshops on the management skills.

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o inform the sponsor/donors of ADRAôs educational projects on factors that can enhance successful implementation of ADRA projects and even to other project managers on successful project implementation as a whole and sustainability of these projects. Therefore, top management should be active decision makers, first initiators who keep close tabs on progress, remove organizational barriers, display enthusiasm and publicly declare commitment and ensure rapid decision making and accountability for results, thus participative leadership.

There should be willingness of top managers to provide the resources required for project success and motivate personnel. Personnel should have relevant skills on management, continuously attend seminars/workshops on implementation and management skills, be motivated and be well staffed for each project for effectiveness and efficiency.

M & E should also be budgeted for to enable sponsorship for M & E trainings, seminars and workshops and the departments for M & E should be in place with M & E reports. This will enable tracking progress of ongoing projects to compare actual performance with plans and to measure actual results against expected results.

Systematic client consultation helps in identifying and setting research priorities to ensure maximum project outcomes in the shortest period.

Managers should improve upward, downward and literal communication to ensure that everybody at all organizational levels understands their responsibilities and are aligned around a central purpose, mission and vision (Bass & Avolio, 1999)

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APPENDICES

APPENDIX 1: Letter of Transmittal

Zipporah J. B. Masieka
P.O. Box 32,
NYAMIRA.
30th July, 2012.

Dear Respondent,

RE: PARTICIPATION IN RESEARCH
FACTORS INFLUENCING IMPLEMENTATION OF ADVENTIST DEVELOPMENT RELIEF AGENCY'S EDUCATIONAL PROJECTS IN NYAMIRA COUNTY, KENYA

I am a postgraduate student pursuing a Masterôs degree in Project Planning and Management at the University of Nairobi currently undertaking research on the above topic:

This is a research project in partial fulfillment of the requirements for the award of the aforementioned degree. You have been identified as one of the respondents to give information on the factors influencing implementation of Adventist Development Relief Agencyôs Educational projects in Nyamira County. Any information given shall be confidential and will not be used in any other way but for just academic purposes only and your identity and information will not be shared with any one, hence will be treated as confidential.

Thank you in advance.

Yours faithfully

Zipporah J. B. Masieka
University of Nairobi

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APPENDIX II

'ROJECT MANAGERS AND OFFICERS; ON THE FACTORS INFLUENCING IMPLEMENTATION OF ADRA EDUCATIONAL PROJECTS IN NYAMIRA COUNTY, KENYA.

Part A: Data of the ADRA project officials

[Tick where appropriate]

1. What is your sex?

   Male [ ] Female [ ]

2. How old are you?

   18-30 [ ] 30-40 [ ] 40-50 [ ] 50 and above [ ]

3. What is your highest educational level?

   No education [ ] Primary education [ ]

   Secondary education [ ] College education [ ]

   University education [ ]

Part B: Influence of Top Management Support on Implementation of ADRA Educational Projects.

1. Who is the donor of your project? _____

2. In your own opinion does your project receive enough funds to implement it smoothly?

   Yes [ ] No. [ ]

   If No, give reasons briefly.

   _____

   _____

   _____

3. Do you use any criteria in selecting the schools with ADRA projects?

   Yes [ ] No [ ]

   If yes/No, explain the criteria briefly _____

   _____

   _____

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for your educational projects to ensure they succeed in

Yes [ ] No. [ ]

If no. comment briefly why the team is not in place.

_____

_____

_____

5. Is top management involved when the projects are initiated?

   Yes [ ] No. [ ]

   If No give reasons briefly

   _____

   _____

   _____

6. Does Top Management ensure that the budget and targets laid down are achieved at the expected time?

   Yes [ ] No. [ ]

   If No explain briefly

   _____

   _____

   _____

7. Does ADRA Management participate in decision making?

   Yes [ ] No. [ ]

   If No who is involved in decision making?

   _____

   _____

8. Does ADRA Management attend implementation conferences or forums?

   Yes [ ] No. [ ]

   If Yes, how often?

   Monthly [ ] Weekly [ ] Annually [ ]

   Other (state)

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_____

_____

9. What, in your opinion should be given priority inorder to achieve effective implementation of ADRA Educational Projects? (Number in order of MOST important to least important)

Enough finances	[ ]
Enough staff	[ ]
Involvement of beneficiaries	[ ]
Skills / knowledge availability	[ ]
Proper communication	[ ]

Explain briefly on the most important factor chosen above

_____

_____

_____

Influence of Monitoring and Evaluation and Feedback on Project Implementation of ADRA Educational Projects

1. Does ADRA factor in finances for project Monitoring and Evaluation?

   Yes [ ] No [ ]

2. Does your organization have Monitoring and Evaluation department

   Yes [ ] No [ ]

   If No, state reasons briefly

   _____

   _____

   _____

3. What percentage of the total budget is set aside for Monitoring and Evaluation? _____

4. Does your organization sponsor you for Monitoring and Evaluation trainings?

   Yes [ ] No [ ]

5. How often do you attend seminars/workshops on Monitoring and Evaluation skills?

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Once [ ] Never [ ]

_____

6. What level of Monitoring and Evaluation skills do you possess? Tick one.

   Excellent/Advanced [ ]

   Good [ ]

   Average [ ]

   Below average [ ]

7. Do you submit Monitoring and Evaluation reports to the Donor/Sponsor

   Yes [ ] No [ ]

   If yes how often? _____

8. Do you feel that having a Monitoring and Evaluation department can enhance effectiveness of the implementation of educational projects?

   Yes [ ] No [ ]

   Explain briefly

   _____

   _____

   _____

Influence of Personnel Issues on Implementation of ADRA Educational Projects

1. What is the level of qualification of your project staff? Tick.

   University education level [ ]

   College education level [ ]

   Secondary education level [ ]

   Primary level [ ]

   Other (specify) _____

2. What level of project implementation skills do you possess? Tick one.

   Advanced [ ]

   Average [ ]

   Below average [ ]

   None [ ]

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3. How often do you attend seminars / workshops on project implementation?

   Quite often [ ]

   Annually [ ]

   Once [ ]

   Never [ ]

   Other (specify) _____

4. Have you undertaken any course in project management skills?

   Yes [ ] No [ ]

   If No, which areas could you like to be trained in e.g. (Planning, M & E,) other, (specify)

   _____

5. How many members of staff are dedicated to a specific educational project? _____

6. In your opinion is the number stated above enough?

   Yes [ ] No [ ]

   Briefly give a reason for your answer.

   _____

   _____

   _____

7. In your own opinion are the right people (employees) selected to participate in the implementation process?

   Yes [ ] No [ ]

   Give a brief reason for your answer.

   _____

   _____

   _____

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8. Is there any motivation given to the ADRA personnel for implementation success

   Yes [ ] No [ ]

   If yes of what kind?

   _____

   _____

   _____

9. What in your own opinion should be given priority inorder to achieve successful implementation of ADRA educational projects? (Number them in order from most important to least important)

   Top management support [ ]

   Enough skilled and knowledgeable staff [ ]

   Involvement of beneficiaries (clients) [ ]

   Proper communication [ ]

   Project schedules [ ]

   Monitoring, evaluation and feedback [ ]

   Briefly explain on the most important factor chosen above.

   _____

   _____

   _____

Influence of Client Consultancy on ADRA Educational Projects

1. Which stakeholders are involved in your project either directly or indirectly? (Name all)

   _____

   _____

   _____

2. Which role do they play in the project?

   _____

   _____

   _____

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that will make use of the project results) in all stages of

Yes [ ] No [ ]

If No, why, and if yes, state the stage at which they are involved?

_____ (e.g. initial, at the end)

Other (specify)

_____

_____

4. What do you think are the benefits of involving client stakeholders in implementing your projects? (briefly)

_____

_____

5. What challenges do you face when all stakeholders are involved in implementing your projects?

_____

_____

6. Do your project outcomes always satisfy ADRAôs intentions?

Yes [ ] No [ ]

If No, please give reasons _____

_____

Influence of Communication in Project Implementation of ADRA Educational Projects

1. Is information provided to all ADRA stakeholders on the projectsô implementation?

Yes [ ] No [ ]

If No, who is communicated to?

_____

2. Are project beneficiaries given detailed information on what is to be done with the ADRA projects?

Yes [ ] No [ ]

If yes, how is it done?

Through

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[ ] Barazas [ ]

_____

_____

3. How is change communicated to members of ADRA?

   Through

   a) Single memo

   b) Single meetings

   c) Several meetings and memos

   Other (specify) _____

   _____

4. Are ADRA leadersô actions consistent with their day to day messages?

   Yes [ ] No [ ]

5. Is all information delivery done by one person (official) to the other officials of ADRA.

   Yes [ ] No [ ]

   If No, specify how many deliver the information.

   _____

   _____

6. How often do top managers explain meanings of terms commonly used by them to lower level employees?

   Quite often [ ] Rarely [ ] Never [ ]

7. Are the top managers trained in communication skills?

   Yes [ ] No [ ]

   If Yes, specify how often they carry out trainings on communication skills for its members? (e.g. Annually, monthly,)

   _____

   _____