

**FACTORS INFLUENCING IMPLEMENTATION OF DONOR FUNDED  
PROJECTS IN NAIROBI COUNTY, KENYA: THE CASE OF KENYA RED  
CROSS SOCIETY**

**NJOROGE ROSELYNE NG'ENDO**

**A Research Project Report Submitted in Partial Fulfillment of the Requirements for  
the Award of Master of Arts Degree in Project Planning and Management of the  
University of Nairobi.**

**2018**

## ABSTRACT

The main goal of this study was to establish factors affecting implementation of donor funded projects in Nairobi county, Kenya: the case of Kenya Red cross society. This study was guided by means of the subsequent goals: to locate how availability of fund affect of donor projects in Nairobi county. A case of Red Cross society, to evaluate the have an impact on of technical capabilities on implementation of donor tasks in Nairobi, to determine the extent to which authorities intervention influence implementation of donor projects in Nairobi county, to discover whether or not monitoring and evaluation influence implementation of donor tasks in Nairobi county. The study adopted descriptive survey research layout. The look at used census approach in attaining at one hundred twenty personnel who had been issued with questionnaires at Kenya Red Cross society. Nairobi County which headquarters are located therefore used as the place of study at as an illustration of all the counties. Information changed into analyzed by means of use descriptive and inferential facts tell of frequency and percentages. In addition, the study at used a couple of regression analysis so one can are expecting have an effect on of impartial variables on the based variable. From the end result, availability of budget, technical competencies, government intervention and monitoring and evaluation had been determined to have an advantageous effect on implementation of donor funded tasks in Nairobi County, Kenya. In step with the version employed, taking all unbiased variables under consideration (availability of finances, technical competencies, authorities intervention and tracking and evaluation trainings) consistent at zero, boom of a unit in technical abilities will result in a 0.269 growth in implementation of donor funded tasks, growth of a unit in marketing abilities will lead to a 0.179 increase in implementation of donor funded tasks, boom of a unit in funds availability will result in 0.201 boom in implementation of donor funded projects and growth of a unit in monitoring and assessment training will lead to 0.233 boom in implementation of donor funded initiatives, therefore the maximum giant determinant is availability of budget. From the findings obtained this observe makes the subsequent pointers: the venture price range must be availed in time and be sufficient with the intention to enable the personnel to adopt the venture in the stipulated time. The inner controls have to be greater similarly so that that the organisation can be accountable and obvious. Challenge body of workers ought to be constantly trained in tracking and assessment and technical capabilities in order to help the business enterprise achieve it deliverable. Education IN M&E have to cognizance on development of indicators, good judgment frameworks, and monitoring tools. Technical capabilities ought to be based at the need of the venture. The authorities need to boom their lobbying in order the NGOS like KRCS can attain extra fund from the government and this can help them perform their undertaking inside the mandated time.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the study

Non-governmental organization (NGO) is referred to as any not for profit, established at international, national or local level. It's normally task-oriented and is steered by common interest of individuals. An NGO carry out a various humanitarian functions and service by taking citizen concerns to Governments, monitor and advocate policies, and encourage then to participate politically by providing information. Most of this NGOs are set up based on specific issues, such as human rights, health, and environment. (Lekorwe and Mpabanga, 2007).

A project is normally defined a temporary endeavor carried out by individuals who work in coordination to come up with a unique service or product within a set constraints of a new deliverable (Project Management Institute, 2008).Resources are greatly required to ensure success of any project, management's participation in making of decision is as very important. According to Flaman & Gallaghe (2001), success shown by budget, time, and anticipated project output. Planning, controlling and execution of a project is the basis of project management. Most of the organizations come up with temporary but special teams to carry out a project (Flaman and Gallagher, 2001).

Lekorwe and Mpabanga (2007) indicate that there is increasing pressure on developing nations governments that they are required meet the wants of their citizens has propelled the need to have an NGOs to take complementary and active responsibility in increasing peoples potential for national development. NGOs are more quick, adaptive and flexible in responding to people's needs than governments. According to Clark (1991)and Fowler (1988)an NGO has the ability of offering the better services to the communities in terms of urgency and importance mostly to the less fortunate in the society.

Dependability of NGOs on donor funding is one of the major issues that have an impact on their sustainability and effective management. Many of civil society organizations in developing and developed nations were set up so that they could supplement and

complement effort of governments' in service delivery and development efforts. Global organizations like the World Bank, United Nations, Commonwealth Secretariat, , and also the regional organizations like the SADC, African Union, and the European Union have greatly funded NGOs' activities and program. Money was paid via the civil society organizations to better delivery of services and promote development at the lower levels.

Expansion of NGOs role more likely affect these organizations potential. Sometimes NGOs work is challenging as looked upon offer services while they have limited resources. Challenges come up where the NGOs take up major roles and responsibilities that are shifted by governments.

NGOs are viewed as advocacy agents who contribute greatly to policy dialogue. NGOs are in a position to represent people whom they work together with. This aid in ensuring that, policies are adoptable into reality. However, NGOs can play a role of opposition to the state. This can be achieved through holding the state accountable and acting as watchdogs. Several techniques which include lobbying or supporting groups that are negatively influenced by policies government can help to achieve accountability (Thomas, 2004).

Every person who is involved in implementation of a project should also be involved in monitoring and evaluation implementation including implementation partners should trained as well (Acharya *et al*, 2006).

Kenya Red Cross Society (KRCS) was set up in 1965 by under an Act of Parliament, Cap 256 of the Kenyan constitution, as a relief organization and humanitarian assistance. The Society was initially British Red Cross a branch between 1939 and 1965. KRCS is a Non-governmental organization that comprise of 64 branches in the eight regions that are set across Kenya. KRCS has set up its structures with Kenyan constitution that recognizes the organization as an auxiliary voluntary organization to both the County and National Governments on humanitarian assistance and disaster management.

## **1.2 Statement of the problem**

There is a piling up pressure by citizens to their governments, thus the state can no longer provide solely goods and services. Therefore the NGOs take up some of the development

activities. According to Thomas (1992), an NGO fill fills a gap that is left in the public sector; NGOs are in a position to represent people's interest this ensures that policies are incorporated into real situations of life.

However, despite the good merits of NGO, a few weaknesses have prevented their efficiency and effectiveness in delivery of their services including, inexperienced manpower, inadequate financial assistant, lack of strategic plans, poor government relationship leading to corruption and political influences (Shastri, 2008; Schiampo-Campo and Sundaram, 2001).

Previous studies been carried out have majored much on causes of projects failure in Kenya. Arrowsmith (1998) identified causes of failure of projects in Kenya Railways projects as; inexperienced project manager, poor communication, late equipment procurement, slow selection of project methods, inadequate training of project manager. However, previous studies on have majored on factors affecting sustainability of NGOs therefore, limited studies have been carried out on factors affecting implementation of donor funded project focusing on availability of funds, government intervention, technical skills and monitoring and evaluation training as the factors for study.

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

The main purpose was to establish influencing implementation of donor funded projects in Nairobi County: The case of Kenya Red Cross society.

### **1.4 Research objectives**

The following objectives guided the study:

- i. To establish how availability of funds influence implementation of donor funded projects in Nairobi County, Kenya. A case of Red Cross society
- ii. To assess influence of technical skills on implementation of donor funded projects in Nairobi County, Kenya. A case of Red Cross society.
- iii. To determine the extent to which government intervention influence implementation of donor funded projects in Nairobi County, Kenya. A case of Red Cross society

- iv. To establish how monitoring and evaluation training influence implementation of donor funded projects in Nairobi County, Kenya. A case of Red Cross society

### **1.5 Research questions**

The study sought to answer the following questions:

- i. To what extent does availability of funding influence implementation of donor |A case of Red Cross society?
- ii. What is the influence of technical skills on implementation of donor does funded projects in Nairobi County, Kenya. A case of Red Cross society?
- iii. To what extent does government intervention influence implementation of donor funded projects in Kenya?
- iv. How does monitoring and evaluation training influence implementation of donor funded projects in Nairobi County, Kenya. A case of Red Cross society?

### **1.6 Significance of the study**

The findings of this study are to benefit NGOs management whereby they will use research findings in development of strategies that is hoped to focus on enhancing project efficiency being funded. This is hoped help to get best from them and therefore promoting objectives formed within the organizations that help in sourcing for more funds. The members public are also hoped to benefit from research findings as more light will be shed on the affairs of NGOs in regard to the funding process and thus help when projects are being set in various parts in the country. The study would enable administration to formulate policies that focus on protection of donors who compliment services offered by the government to the citizens. Finally the study is hoped to contribute to provide literature and existing knowledge and to the scholars in project management field. Future academicians use the study findings for their research.

### **1.7 Delimitations of the study**

Conducted at Kenya Red Cross headquarters in Nairobi County, where information was collected from KRCS staff based on the factors affecting implementation of donor funded projects in Nairobi, Kenya. Factors that were investigated include; Availability of funds, Technical skills, government intervention, and monitoring and evaluation.

### **1.8 Limitations of the study**

The study faced some limits; some respondents were afraid of giving information for they thought that it was an investigation being carried on them. others thought that the research was to benefit them financially. To counter this, the study obtained an authorization letter from University of Nairobi and a research permit from NACOSTI. The researcher also made the respondents understand that information that was to be obtained was for academic purpose only.

### **1.9 Assumption of the study**

The study assumed that availability of funds, technical skills, government intervention and monitoring and evaluation trainings were the single most factors influencing donor projects in Nairobi County in Kenya.. The study also assumed that Respondents were willing to respond to the questionnaire.

### **1.10 Definition of significant terms.**

This section defines significant terms used in the study

**Availability of Funds:** money available to support the project at any given time

**Donor funded projects:** Refers to the projects that rely on external financial support that is provided by donors in order to pay for project consumables e.g. equipment, overhead costs.

**Monitoring and evaluation:** Refers to project information regularly in order to compare the project progress against the set objectives to facilitate decision making.

**Project implementation:** Refers to a process whereby inputs of a project are converted into project outputs.

**Technical skills:** Refers to as the knowledge and capabilities required by group of people to carry out specialized tasks.

### **1.11. Organization of the study**

Chapter one gives information and background, study objectives, research questions, limitations, assumption, and terms definitions of the study. Chapter two outlines literature review from previous studies, conceptual framework, and Theoretical Framework, while Chapter three provides; research methodology, target population and sample size, research instrument, data collection data analysis. Chapter four outlines, data analysis, presentation and interpretation. Lastly chapter five contains; summary of findings, discussions, Conclusion and Recommendation for further studies.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter outlines literature based past studies based the factors influencing donor projects in Nairobi,. It also contain conceptual framework, theoretical framework and the research gap to be filled by the study

#### **2.2 Availability of funds and implementation of donor funded projects**

Dependability of NGOs on donor funding is one of the major issues that have an impact on their sustainability and effective management. Many of civil society organizations in developing and developed nations were set up so that they could supplement and complement effort of governments' in service delivery and development efforts. Global organizations like the World Bank, United Nations, Commonwealth Secretariat, , and also regional organizations like the SADC, African Union, and the European Union have greatly funded NGOs' activities and program. Money was paid via the civil society organizations to better delivery of services and promote development at the lower levels. For instance in Kenya, most of donors have cut-short funding the NGOs as the nation was classified as upper-mid income and this has resulted to closure of NGOs due to inadequate funds to run them (Pandley, 2005).

The major shakeup of depending on a donor to provide funds is that when they limit or withdraw their support financially, the NGOs cease to operate. Ditshwanelo (2004), noted that the main challenge to the existence of NGOs and the execution of their roles is the reduction in funding which can lead to scaling their undertakings. In Kenya, most NGOs do not have well defined structures in relation to equipment, organizational structure, facilities human resources, and buildings. The main contributing factor is the challenge associated with financial resources and this poses a limitation that comprises NGOs ability of to aid outline, organize, and coming up with good structures as well as equipping offices with sufficient facilities. Molomo and Somolekae (1999) noted that the major weaknesses

that exist on are appropriate and the way in which NGOs do their major activities, (Ditshwanelo, 2004).

Hasseb, (2011) noted that achievement objectives within budget limit and time constraints. This result of a few projects being achieved within the budget and time but lack to meet or exceed expectations of sponsors and the beneficiaries in the long run. Sumner, (1999) indicated that failure of a project in terms of cost is associated to project team and client, insufficient economic possessions, demonization, poor tendering process ,lack of project organization and, definition, conditions of the environment, project quality, management of the project, and poor infrastructure.

### **2.3 Technical skills and implementation of donor funded projects**

According to Noebere (2000) most of failures in business are directed to mismanagement as the main contributor. Organizations' success through income, rely managements' competence and leadership. Administration is referred to as a set of activities aimed enhancing efficiency and effectiveness in utilization of resources in order to achieve objectives. Resources are normally the time, people, materials, machine, and managerial skills. The need to have a good governance require to be revised in order to have a minimum standard of qualification for the delegate and member of the board for sound and efficient management.

NGO's Management is comprised of a management team and CEO whose main function is ensure performance in within the organization. The main problem that tackled by corporate governance is on the ways in which to give the management a discretionary power on conduction of the business whereas time being accountable to power they have been granted (Foster, 2000). Thus, balancing the two scenarios is important in order ensure decisions that are made by management are on the interests of the shareholders. Further, certain practices of management were noted include of development of new horizons, drive and selectivity, making knowledge contagious through independence empowerment, communication and interaction among the employees, focus on groups' comprise feed from the system both from customers and suppliers, benchmarking, and continuous innovation that is based on external and internal evaluation (Asante *et al.*, 2006).

This phenomena arises a question to who are NGO's accountable to? This query may look to have a direct answer. Obviously the NGOs are expected to be accountable to the funders on how they use their resources. In contrast, the NGOs ability of ensuring whether they are accountable and transparent, amongst themselves and the rest who are concerned with their operations, is still debatable. Staff members in NGOs do not have elective positions and ordinary individuals cannot hold them accountable for their activities. Unlike in state, who have to be elected by members of public and the only way to avert accountability is through coercion or violence have the authority to use cash (Shehu & Akintoye, 2009). However NGOs can improve on their management operations and governance in several ways. (Mwaura, 2005).

Further staff may not be familiar with policies that the government has enacted and this may affects the NGOs efficiency due to rise in tensions, (Sambu 2006). Therefore an accountable and transparent system in the NGO will help the organization to have more funds from well-wishers and donors because they have confidence on how they manage their finances towards the attainment of their objective.

#### **2.4 Government intervention and implementation of donor funded projects**

The increasing demands by the citizens on the government is on rise, thus the government cannot withstand to be the only to provide goods and services. In recent times, the interest and support in NGOs has gone up due lack of necessary services to the citizens. However, according to Clark (2003), the NGOs relationship with the state can be viewed in a way; can reform the state, complement, and/or oppose it. When they work to complement the state, they play a role of implementation in development activities. This, Thomas, (1992) indicated that NGOs normally try to fill the gaps in public service that are left.

The government in this case plays a role of enabling unlike provision of services. In their role of reforming, the NGOs are viewed as advocacy agents and contribute greatly to policy negotiations. The NGOs are in a position to represent people's interest that they work for and this ensures that policies developed are applicable real situations of life. Further, NGOs can oppose the state. They can do so by playing the role of watchdogs and ensure accountability of the state. To achieve this, several methods which include lobbying or support for groups that are negatively affected by the government policies (Thomas, 2004).

From the above literature, it can be noted that government-NGO relationships are diverse and complex and there is a great possibility that they affect the management activities within the NGOs. Further, the relationships may be influenced by; NGOs strategies, NGOs operation area, donors' character and the behavior ruling (Turner & Hulme, 1997). However, this may vary state to state. For example governments have a good relationship with the NGOs while in others there is a lot of antagonism. Thus, for the NGOs to know the potential they have in contributing and efficiently managing their activities, there should be a healthy relationship between them which is very crucial.

However, in instances where there positive social agenda by the state which rhyme with that of an NGO, there exist a potential collaborative and strong relationship. Moreover, despite there being a room for cooperation, mistrust and jealousies prevail between the state and the NGO which deep rooted. (Pandley, 2005).

## **2.5 Monitoring and evaluation training and implementation of donor funded projects**

Regardless of individual members experience, once a project implementation team has been identified, capacity building and training for monitoring and evaluation reporting is crucial. This has been noted to enhance understanding deliverables of a project, reporting requirements and builds the M&E team as one (McGary & Wysocki, 2003). Every person who is involved in implementation of a project should also be involved in Monitoring and evaluation implementation not forgetting the, who should also be taken through the training (Acharya *et al*, 2006). Implementation companions are educated on M&E deliberately in a participative way as a way to make certain that those imposing and the usage of the M&E device familiarize with its purpose, attention, layout, and the manner to apply the tracking and evaluation equipment.

Monitoring and Evaluation capacity and assessment of resource that are conducted before the planning of the project aid in identification of initial gaps in monitoring and evaluation including the resources required in conducting M&E trainings. Thereafter, a needs assessments training can be carried out formally depending on staff performance, experiences, and knowledge (Pfohl & Jacob, 2009). Choosing of an M&E further rely on complexity and size of a project that is on implementation. Large projects with many staff, it is crucial to be sure that the plan on training is aligned to the staffs' gaps, as chances of

engaging individual staff are limited. Having identified training needs, it is necessary to come up with a Monitoring and Evaluation training plan that is inclusive of topics that will be covered and individuals who will be trained (Alcock, 2009). Further, it is crucial to know that not every staff and management members require the training in all M&E topics.

M&E training topics help project data collection team and implementing partners to understand questions like; for whom is data being gathered for? Who is responsible for all this? What's the reason for the information gathered? Will information gathered be used? It is very important for persons responsible for data collection and information sharing about M&E systems to understand the notion of the system and its role (UPWARD, 2011).

Moreover, some training are conducted from time to time and comprise of an initial training that includes staff and management at monitoring and evaluation system inception and in-service training all through the life of a project so as to better the practice (Gray, 2009). This influences performance of a project. Areas covered in monitoring and evaluation trainings are very crucial in determining the whole data collection process. They consist of an M&E system that is to be followed, key performance indicators in tools and methods of gathering and analysis of project information (UNDP, 2006). The training content refocuses significantly on team implementing data collection in M&E which adds up knowledge in understanding the way a project performs at any time thus influencing it in a positive manner.

Further key performance indicators should be reviewed during M&E training. Matters covered during the review consist of a definition of an indicator, how to measure the indicator, how to collect data on the indicator, the duration for indicator collection and reporting, and how the indicator meets the needs of a client (Alcock, 2009). Information helps the implementers to comprehend how monitoring and evaluation contribute to the performance of a project. This literature review reveals that collection of data, tools and methods are very crucial components (Armonia *et al* 2006). According to Ward & Pene (2009), others include, how the tool or method meets the information needs of stakeholders, the tool or method's implications for validity of data, and matters connected to tool or method of implementation.

Woodhill, Jim, & Lisa, (2012), indicated that M&E training need to on responsibilities and roles. When concluding a training, management and staff should well comprehend; responsibilities and roles of each person role so as to ensure good administration. When performing a training is noted to be dedicated on the project needs in terms of its complexity. Therefore it tends to transform from a one project to another. However the most important training part is development of M&E tool (Reviere *et al*, 1996). M&E tools development through a participatory method helps in comprehending indicators of a project and their need to track the performance of a project during its implementation (Marsden, David, & Oakley, 2001). comprehension is important increases opportunities and data collection plan identification of errors and possible correction needed (PAMFORK, 2007) – thus resulting to project performance improvement.

According to literature reviewed, it is clear that Monitoring and evaluation trainings is very important. Deploying staff who are untrained to collect data on impacts of project and outcomes can lead to serious compromises on the information validity leading to complete invalidation.

## **2.6 Theoretical Framework**

A concept is referred to as a hard and fast of statements derived to detail a collection of records, usually the one that has over the time been examined or regularly occurring and may be used to predict a natural phenomenon (Mugenda, 2003).

### **2.6.1 The Principal Agent Theory**

This was developed by economist who dealt with situations whereby a principal was in a position to select an agent to carry out tasks at the interest of the principle, at interest of agent (Health and Norman, 2004) .Donahue, (1989) note that mediators of the government associated management should always demonstrate agency role as the representatives elected by the public. However, indicated by Krawiec (2003), principal-agent problem may arise due to (Langevoort, 2002).

Principal-agent theory of cooperative public procurement is a strong tool to look into arrangements of cooperative purchasing since it can be applied to study decision-making, purchasing outcomes, dissemination of information, behavior of stakeholders, and

accountability and transparency in arrangements of cooperative. In accordance to this theory the principal is identified as the stakeholder who retains an individual or a firm to carry out a designated job and also serve a given functional role in the cooperative public purchasing. In turn, the organization or individual appointed in management of those responsibilities in place of the principal is the agent.

Tirole J. (2006) indicate that the theory focus on there being a need to have a proper communication between a principal and an agent. This is hoped to facilitate a clear understanding the needs of a principal and agents' ability in meeting those requirements in a good way. This leads to development of Contract theory

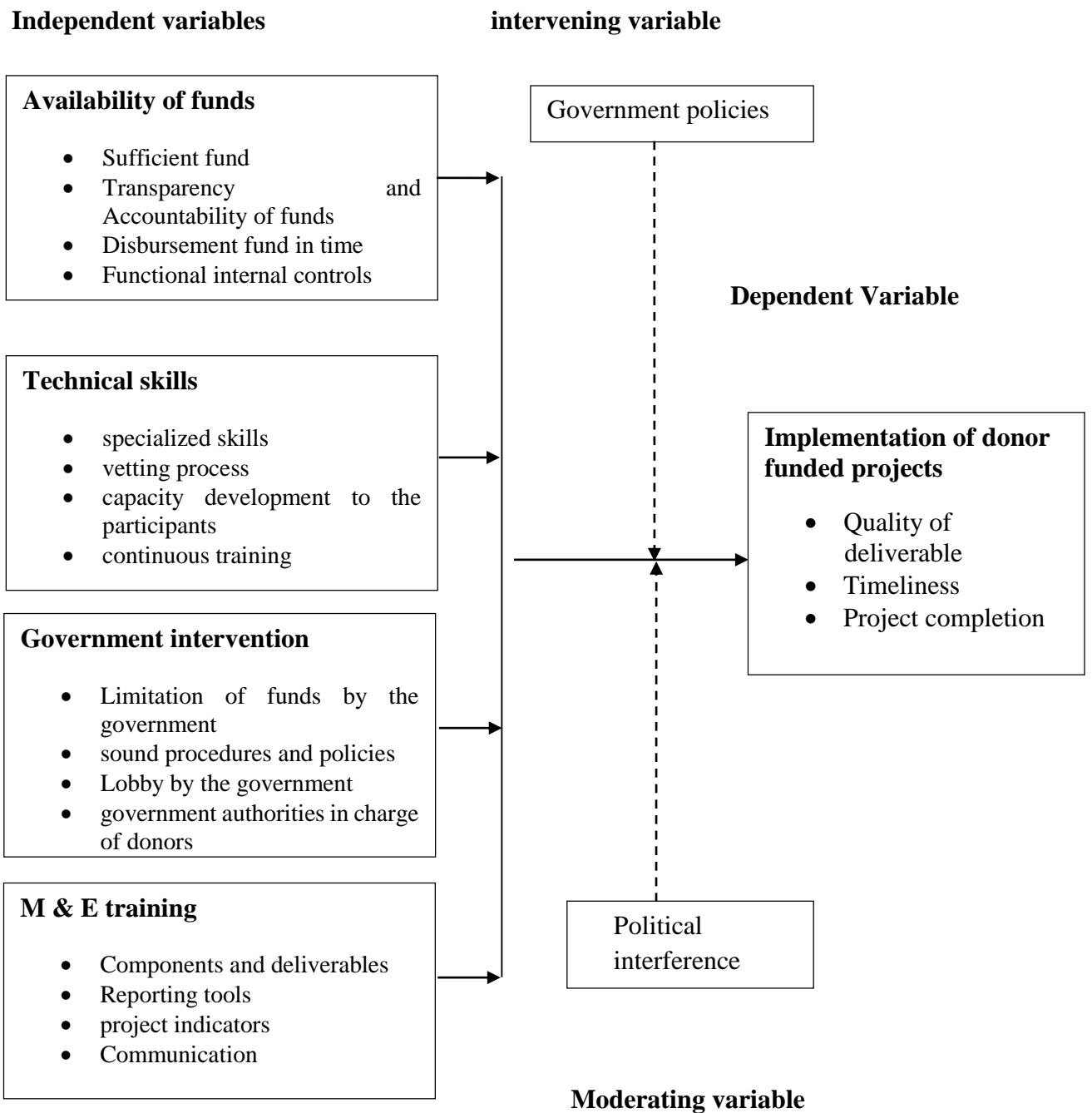
### **2.6.2 Stewardship Theory**

This man's model whereby a steward looks into a greater utility in an organizational manner, cooperative rather than in behavior that is self-serving; this theory assume a firm relationship between success of an organization and a satisfaction principle. Therefore, a steward overcome the trade-off through a belief of working towards organizations collective ends that meet personal requirements. Empowerment in governance is good foe Mans' model on which theorists of stewardship adhere (Davis et al., 1997).

Stewardship theory note that in largely held firms, shareholders can sell their stock freely at any given time. An investor who has diversified may be less concerned on risk in the company level. Thus, stewardship theory argue that in much occurrences, the top management tend to care more on the long-term success of a company rather than on short-term shareholder orientations (Monks and Minow, 2004).

### **2.7 Conceptual framework**

Conceptual framework outlines a possible course of action or presentation of a preferred approach to a thought or notion. It indicates a comprehension of a relationship among variables that are being reviewed (Bradley 2008)



**Figure 1: Conceptual Framework**



## 2.9 Research Gap

This section outlines the research gap that the study aims to fill in accordance to the objectives of the study.

**Table 2.1 Research Gap**

<b>Variable</b>	<b>Indicators</b>	<b>Author (Year)</b>	<b>Title of Study</b>	<b>Findings</b>	<b>Knowledge Gaps</b>
<b>Availability of funds</b>	Sufficient fund  Transparency and Accountability of funds  Disbursement fund in time  Functional internal controls	Ochieng (2016)	Factors influencing implementation of donor projects: A Case of Non-Governmental Organizations projects in Kibra. Nairobi County	Project implementation require finding	The study Identified level of funding as one of the factors influencing implementation of projects. However, it did not indicate whether funds are availed on time and whether there is transparency and accountability of fund.
<b>Technical skills</b>	specialized skills  vetting process  capacity development to the participants  continuous training	Ekodeu, (2009)	Challenges of PME on development projects in Uganda	Technical skills was identified to be a challenge during project implementation.	The study identified technical skills as a challenge that affect project implementation. However, failed to indicate the extent to which technical skills influence project implementation. Thus this study aims at filling this gap.
<b>Government Intervention</b>	Limitation of funds by the government  Sound procedures and policies Lobby by the government  Government authorities in	(2017)	Factors influencing implementation of project management in public funded projects in Kenya. The case of Kenya	Findings indicate that stakeholder participation, inadequate funding affect implementation of projects	The study Identified several factors affecting implementation of projects. However, it did not indicate how government intervention affect projects implementation. This study aims to fill this gap.

	charge of donors		Pipeline Company, Nairobi County.		
<b>Monitoring and Evaluation</b>	Components and deliverables  Reporting tools  project indicators  Communication	Sammy and Wanyoike (2015)	Influence of project Monitoring and Evaluation on performance of Youth agribusiness projects in Bahati	Most of respondents were not well trained in M&E which is crucial for project success.	From the study, it was clear that M&E training is very important for project success.

## 2.11 Summary of Literature

The literature reviewed in this chapter indicate in detail the study variables and past studies. The study has explored availability of funds, technical skills, government intervention, and M & E training on implementation of donor funded projects of youth projects in relation to the various components of the dependent variable. The components of the dependent variable include the Timeliness, Quality of deliverable and project completion. The theoretical framework has also been highlighted and theories relevant to the study outlined. The principal agency theory and stewardship theory have been used.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

Chapter three focuses on methodology to conduct the study. It outlines activities, steps and instruments study adopted to collect and analyse data. This was adopted, target population and sample size, research instrument, procedures adopted in collection and of data analysis.

#### 3.2 Research Design

The study assumed descriptive survey design. It applied quantitative and qualitative techniques to obtain and analyze data. Kothari (2003) notes that this method is appropriate since it helps one to understand the relationship that exist between both dependent and independent variables. This method was more analytical and focused on a variables of the study and on views of the respondents. The purpose of descriptive research is to gather information without any manipulation in the context of research. It focuses on individual subjects and their description in detail.

#### 3.3 Target Population

Mugenda & Mugenda (2003) posits population as set of persons who possess same characteristics that are observable. Target population refers to the part of whole population from which respondents are drawn for the study. Therefore, this study targeted individuals who work at KRCS who are estimated to be 120.

**Table 3.1 Target population**

<b>Stratum</b>	<b>Target Population</b>
KRSC Staff	120
<b>Total</b>	<b>120</b>

### **3.4 Sample population**

A sample is referred to as portion of a large population representative for analysis.. census method was used to issue questionnaire KRCS staff. Census was preferred for this study since the target population was small and the study sought to get views from all of them. Nairobi County is where their headquarters are situated thus used as the area of study and as a representation of all the counties. Therefore this study targeted all the 120 KRCS staff.

### **3.5 Research Instruments**

Structured questionnaires were used in this study to gather data in order to facilitate analyzing the data. The questionnaire comprised of close ended and open questions to allow analysis of data with ease and interpretation information obtained. The questionnaire was divided into sections that represented the study variables (Kothari, 2004).

#### **3.5.1 Pilot Testing of Research Instruments**

A pilot test was conducted via personal interviews. . Mugenda and Mugenda (2003) note representative 1-10% study deemed fit to carrying out the pilot study. The study will randomly select 12 respondents from Red Cross branch in Thika which will represent 10% of 120 respondents. Pilot-testing was carried out to establish that appropriateness of responses, determination of clarity, appropriateness and relevance of questions of the study. Data collected from the pilot study was examined to establish whether there were existing discrepancies. Questions that that appeared to be ambiguous were discarded and questionnaire modified to fit the context.

#### **3.5.2 Validity of Research Instruments**

Validity refers to degree with evidence support inferences that are made by a researcher based on the data collected in from particular instrument (Orodho, 2009). To determine validity of the instrument the study carried out conducted a pre-test with 5 respondents. Content validity was arrived at via a consultation with my supervisor and other experts to ensure that the all details of the questionnaire were in place.

### **3.5.3 Reliability of the Research Instruments**

Reliability device generally checks whether or not research device offers steady consequences (Mugenda and Mugenda, 2003). The break up-half approach changed into used on this take a look at and the ratings received correlated. A coefficient that was computed became adjusted using the spearman-brown prophecy formulation. Mugenda and Mugenda (2003) notes that after a coefficient of zero.7 is received, the questionnaire is taken into consideration fit for figuring out the reliability of a questionnaire. Consequently, the questionnaire became split into each part being dealt with as a separate degree. Every part became scored according to the outcomes and a coefficient of 0.8 become received accordingly the questionnaire turned into considered reliable for the examine

### **3.6 Data collection procedure**

Data was obtained using questionnaire and clearance first obtained from the university and NACOSTI which was shared with the respondents. Proper documentation of printed questionnaires was done before the actual study. Questionnaires were distributed and collected on the third day. Primary data was obtained by questionnaires and secondary data was obtained journals past studies.

### **3.7 Data Analysis**

The duly filled questionnaires were checked for completeness before being processed, the. The data was cleaned and coded to in order to feed it into SPSS software in their right category. Data was analyzed by descriptive statistics inform of frequency and percentages. Further, the study used multiple regression analysis in order to predict influence of independent variables on the dependent variable. Multiple regression model was employed through equation;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:-

$Y$  = Influence of factors,  $\beta_0$  = constant,  $\beta_1, \beta_2, \beta_3$  and  $\beta_4$  = regression coefficients,  $X_1$  = Availability of funds,  $X_2$  = Technical skills,  $X_3$  = Government intervention,  $X_4$  = Monitoring and evaluation,  $\epsilon$  = Error Term

### **3.8 Ethical considerations**

The study obtained a letter of introduction from University of Nairobi then an authorization letter, a research license and a permit from the National Commission of Science, Technology and Innovation (NACOSTI). An authorization letter and License research permit is an important requirement for conducting a research in Kenya. The study then wrote a letter to the respondents and was issued together with questionnaires to the respondents to inform the purpose of the study. Respondents were assured that their information as treated confidential and data obtained was for academic purpose only

### **3.9 Operationalization of variables**

This section outlines study measured variables (availability of funds, technical skills, government intervention and monitoring and evaluation trainings).

Operational definition of variables is as shown on Table 3.3:

**Table 3.3: Operationalization definition of variables**

<b>Variable</b>	<b>Indicators</b>	<b>Scale of measurement</b>	<b>Data collection tool</b>	<b>Type of analysis</b>
Availability of funds	<ul style="list-style-type: none"> <li>• Sufficient fund</li> <li>• Transparency and Accountability of funds</li> <li>• Disbursement fund in time</li> <li>• Functional internal controls</li> </ul>	Ordinal	Questionnaire	Descriptive
Technical skills	<ul style="list-style-type: none"> <li>• specialized skills</li> <li>• vetting process</li> <li>• capacity development to the participants</li> <li>• continuous training</li> </ul>	Ordinal	Questionnaire	Descriptive
Government intervention	<ul style="list-style-type: none"> <li>• Limitation of funds by the government</li> <li>• sound procedures and policies</li> <li>• Lobby by the government</li> <li>• government authorities in charge of donors</li> </ul>	Ordinal	Questionnaire	Descriptive
Monitoring and evaluation training	<ul style="list-style-type: none"> <li>• Components and deliverables</li> <li>• Reporting tools</li> <li>• project indicators</li> <li>• Communication</li> </ul>	Ordinal	Questionnaire	Descriptive

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter outlines statistics, presentation and interpretation of the study. Subtitles are organized keeping with objectives. Statistics became accumulated from KRCS team of workers based on the elements influencing implementation of donor tasks in Nairobi County. Data was interpreted in line with objectives of the study. Records presentation changed into achieved the use of frequencies, chances and inferential facts which had been guided by the questionnaire of the study.

#### 4.2 Questionnaire Return rate

The study targeted 120 through census respondents from Kenya Red Cross staff in Nairobi County. Analysis was done and presented in the Table 4.1

**Table 4.1 Questionnaire return rate**

Target respondents	Actual responded	Return rate
120	110	91.7%
<b>TOTAL120</b>	<b>110</b>	<b>91.7</b>

In this study 120 questionnaires were dispatched among the Kenya Red Cross Society staff out of which 110 questionnaires were duly filled and collected thus representing 91.7%. Nachimais and Nachimais (2008) 80% and above enough for descriptive survey study. Therefore return rate was considered excellent for the analysis of the study findings.

#### 4.3 Personal profile of the respondents

This section contain data that was collected and analyzed from respondents regarding their personal profile. Gender of respondents, highest education, years worked at KRCS



### 4.3.1 Gender Distribution of the respondents

The study established gender of the respondent know its influence on implementation of donor funded projects. Data was obtained and presented in the Table 4.2.

Table 4.2 Responses on Respondents gender

	Frequency	Percent
Male	71	64.7
Female	39	35.3
Total	110	100.0

Majority of the respondents are male at 71 (64.7%) as indicated in Table 4.2 while 39 (35.3%) are female. This findings indicate that there are more men than me working at KRCS. This indicates gender equality has not yet been implemented at KRCS

### 4.3.2. Age Distribution of the respondents

The study established age of defendants to determine whether it has influence implementation of donor projects. Results obtained tabulated in table 4.3

Table 4.3: Ages of the respondents

	Frequency	Percent
20 - 30 years	13	11.8
31 - 40 years	24	21.2
41 - 50 years	63	57.6
51 and above	10	9.4
Total	110	100.0

Table 4.3 indicate that most defendants 63 (57.6%) are of ages between 41 – 50 year, 24 (21.2%) of the respondents are between 31 – 40 years, 13 (11.8%) of the respondents are between 20 – 30 years while those ones at 51 and above are 10 (9.4%). From the findings,

it can be said that majority are aged and less youths were involved in the implementation of donor funded projects.

#### **4.3.3 Level of education of the respondents**

To know the level of education of the defendant in order to know its influence on implementation of donor funded projects. Data was presented in the Table 4.3.

Table 4.4 Level of education of the respondents

	Frequency	Percent
Secondary	3	2.7
Colleges	32	29.1
Under graduate	73	66.4
Post graduate	2	1.8
Total	110	100.0

Results indicated Majority 73 (66.4%) defendants indicated that they had reached under graduate level, 32 (29.1%) of the respondents had reached college level, 3 (2.7%) of the respondents had reached secondary level while on 2 (1.8%) had reached post graduate level. Form the results it can be concluded that majority are educated are knowledgeable of implementation of donor funded projects.

#### **4.3.4 Work Experience at KRCS**

The study sought to know the number of years the staff have worked at KRCS of in order to establish its influence on implementation of donor funded projects. Data was obtained in Table 4.5.

Table 4.5 Work Experience at KRCS

	Frequency	Percent
Below 3 years	7	6.4
4 – 6 years	26	23.6
7 - 9 years	45	40.9
10 years & above	32	29.1
Total	110	100.0

Results indicated majority of the defendants 45 (40.9%) worked at KRCS between 7-9 years, 32 (29.1%) had worked 10 years and above, 26 (23.6%) of the respondents had worked between 4-6 years while 7 (6.4%) of the respondent had worked below 3 years. From the findings, it can be said that majority of the staff at KRCS are experienced in implementation of donor funded projects. Experience plays a crucial role in implementation of projects.

#### **4.4 Availability of funds and implementation of donor funded projects**

This objective sought to find how availability of funding influence implementation of funded projects Nairobi County, Kenya. Measuring indicators were; Funds were availed sufficiently, funds were disbursed on time, whether there was accountability and transparency in managing the fund, and whether there were internal control in managing the fund. Results are as presented in subsequent tables.

##### **4.4.1 Fund are sufficiently availed**

Respondents were asked to indicate whether funds were availed sufficiently. Results shown below

Table 4.6 Funds are sufficiently availed

	Frequency	Percent
Yes	83	75.6
No	27	24.4
Total	110	100.0

Majority of the defendants 83 (75.6%) agreed that fund are availed on time while 27 (24.4%) of the respondents indicate that funds were not availed on time. From the findings it can be deduced that funds are crucial for project implementation and if not availed in sufficient, it can lead to project delay.

#### 4.4.2 Timely Disbursement of funds

Respondents were asked to indicate whether disbursement of funds was in time. Results were obtained and analyzed in Table 4.7

Table 4.7 Disbursement of funds on time

	Frequency	Percent
Yes	62	56.4
No	48	43.6
Total	110	100.0

Table 4.7 indicate majority of the respondents 62 (56.4%) agreed that they receive funds in time while 48 (43.6%) of the respondents disagreed that they receive funding in time. Timely disbursement of funds enables efficient project implementation.

#### 4.4.3 Funds Accountability and transparency

Respondents were asked to indicate whether there is Accountability and transparency of funds. This is shown below

Table 4.8 Funds Accountability and transparency

	Frequency	Percent
strongly disagree	9	8.2
Disagree	16	14.6
Agree	48	43.6
strongly agree	37	33.6
Total	110	100.0

From results indicate majority respondents 48 (43.6%) agree that agree that there is accountability and transparency of funds, 37 (33.6%) of the respondents strongly agree that there is accountability and transparency of funds, 16 (14.6%) of the respondents disagree that there is accountability and transparency of funds while 9 (8.2%) of the respondents strongly disagree there is accountability and transparency of funds. From the findings it can be concluded that administration of donor funds should be in a transparent and this would enhance accountability.

#### 4.4.4 Internal control

Respondents were asked to indicate whether there is internal control in administration of funds. Results obtained and analyzed in Table 4.9

Table 4.9 Organization has enacted high level of internal controls

	Frequency	Percent
strongly disagree	4	3.6
Disagree	10	9.1
Agree	39	35.6
strongly agree	57	51.8
Total	110	100.0

Findings above, 57 (51.8%) of the defendants strongly agree organization enacted high levels internal controls, 39 (35.6%) of the respondents agree that the organization has enacted high level of internal control, 10 (9.1%) disagreed that the organization has enacted

high level of internal control while the minority of the respondents 4 (3.6%) indicate that they strongly disagreed that the organization has enacted high level of internal controls. Internal controls ensure proper management of fund and reduce cases of fraud and mismanagement. From the findings it can be concluded that KRCS have good internal controls.

#### 4.4.5 Availability of funds and implementation of donor funded projects

Respondents were asked to indicate how Availability of funds influence implementation of donor funded projects. Results were obtained and analyzed in Table 4.10

**Table 4.10 Availability of funds and implementation of donor funded projects**

	Frequency	Percent
Very high	72	65.4
High	25	22.7
Average	3	2.7
Low	5	4.6
Very low	5	4.6
Total	110	100.0

Results in Table 4.10, Majority respondents 72 (65.4%) availability of funds influence implementation of donor funded projects very high, 25 (22.7%) of the respondents indicated that availability of funds influence implementation of donor funded projects high, 5 (4.6%) of the respondents indicated that availability of funds influence implementation of donor funded projects low and very low respectively. From the findings it can be said that availability of funds is very crucial for implementation of project. If Funds are available in time, sufficiently, a project is likely to succeed.

#### **4.5 Technical skills and Implementation of donor funded projects**

This objective sought influence implementation of donor projects in Nairobi County, Kenya. Measuring indicators were; whether specialized skills were required to implement projects, whether the staff were trained continuously, capacity development to the participants and whether vetting process was carried out according to the experience. The findings are as presented in subsequent tables.

##### **4.5.1 Specialized technical skills**

Respondents were asked to indicate whether implementation of donor funded projects required specialized technical skills. Results were analyzed in Table 4.11

**Table 4.11 Specialized technical skills**

	Frequency	Percent
Yes	82	74.5
No	28	25.5
Total	110	100.0

Results above, majority of respondents 82 (74.5%) indicated that specialized technical skills are required to implement donor funded projects while minority of the respondents 28 (25.5%) indicated that specialized technical skill are not required to implement donor funded projects. It can be said that technical skills are very important for successful implementation of donor funded.

#### 4.5.2 Continuous training of the staff

Respondents were asked to indicate whether there is continuous training of the staff.

Findings were obtained in Table 4.12

Table 4.12 Continuous training of the staff

	Frequency	Percent
strongly disagree	5	4.5
Disagree	9	8.2
Agree	30	27.3
strongly agree	66	60
Total	110	100.0

Majority respondents 66 (60%) strongly agree that staff are continuously trained, 30 (27.3%) of the respondents indicated that they agree staff are continuously trained, 5 (8.2%) of the respondents indicated that they disagree that staff are continuously trained, while 5 (4.5%) of the respondents strongly disagree the staff are continuously trained. Training of staff on technical is very crucial since they will gain more experience on how to handle projects in future.



### 4.5.3 Donor promotion of capacity development

Defendants were asked to specify whether donor promotes capacity development.

Findings were obtained and presented in Table 4.13

Table 4.13 Donor promotes capacity development

	Frequency	Percent
strongly disagree	38	34.5
Disagree	21	19.1
Agree	42	38.2
strongly agree	9	8.2
Total	110	100.0

Results in Table 4.13 indicate that majority of respondents 42 (38.2 %) agree that the donor promotes capacity development, 38 (34.5%) strongly disagree that that donor promotes capacity development, 21 (19.1%) of the respondents Disagree that donor promote capacity development while 9 (8.2%) Strongly agree that the donor promotes capacity development.

### 4.5.4 Vetting based on experience

Defendants were asked to specify whether vetting of managers based on experience.

Findings were obtained and presented in Table 4.12

Table 4.14 Vetting process based on experience

	Frequency	Percent
strongly disagree	17	15.5
Disagree	39	35.5
Agree	29	26.3
strongly agree	25	22.7
Total	110	100.0

Results in Table 4.14 indicate that 39 (35.5%) of the respondents Disagree that vetting process is based on experience, 29 (26.3%) of the respondents Agree that vetting process is based on vetting process, 25 (22.7%) of the respondents Strongly agree that vetting process is based on experience. While 17 (15.5%) of the respondent strongly disagree that vetting process is based on experience.

#### **4.5.5 Technical skills and implementation of Donor funded projects**

Respondents were asked to indicate how technical skill influence implementation of donor funded projects. Findings were obtained and presented in Table 4.15

**Table 4.15 Responses on how Technical skills influence implementation of donor funded projects**

	Frequency	Percent
Very high	64	58.2
Average	25	22.7
Low	14	12.7
Very low	7	6.4
Total	110	100.0

majority of the defendants 64 (58.2%) technical skills influence implementation of donor funded projects very high, 25 (22.7%) of the respondents indicated that technical skills influence implementation of donor funded projects Average, 14 (12.7%) of the respondents indicated that technical skills influence implementation of donor funded projects low while 7 (6.4%) of the respondents indicated that technical skills influence implementation of donor funded projects very low. This indicates that Technical skills are very important project implementation. Regular technical trainings based on the project being implemented should be done.

#### **4.6 Government intervention and implementation of donor funded projects**

This objective sought influence implementation of donor projects in Nairobi County, A case of Red Cross society. Measuring indicators were; whether the government limited the

amount of fund, whether there were sound polices and process, whether government lobbying helped to secure more funds and whether government authorities were in charge of donors. Results are as presented in subsequent tables.

#### **4.6.1 Limitation on the amount donated on the organization**

Respondents were asked to indicate whether there is limitation on the amount donated on the organization. Findings were obtained and presented in Table 4.16

**Table 4.16 Government limits the amount of fund donated to the organization**

	Frequency	Percent
Yes	39	35.5
No	71	64.5
Total	110	100.0

Majority of defendants 71 (64.5%) disagreed that the government limits the amount of fund donated to the organization while 39 (35.5%) agreed that the government limits the amount of fund donated to the organization. From the finding, the government allows NGOs to source for more funds to support their projects.

#### **4.6.2 Sound policies and procedures by the government on donor**

Respondents were asked to indicate whether there is sound policies and procedures by the government on donor. Findings were obtained and presented in Table 4.17

**Table 4.17 Sound policies and procedures by the government on donor**

	Frequency	Percent
strongly disagree	49	44.5
Disagree	37	33.7
Agree	8	7.3
strongly agree	16	14.5
Total	110	100.0

Findings in Table 4.17 indicate most defendants 49 (44.5%) strongly disagree, 37 (33.7%) of the defendants disagree, 16 (14.5%) while 8 (7.3%) agree that government has set up policies and procedures.

#### **4.6.3 Government lobbying influences more sources of funding**

Respondents were asked to indicate whether Government lobbying influences more sources of funding. Findings were obtained and presented in Table 4.18

**Table 4.18 Government lobbying influences more sources of funding**

	Frequency	Percent
strongly disagree	77	70
Disagree	14	12.7
Agree	10	9.1
strongly agree	9	8.2
Total	110	100.0

Findings in Table 4.18, majority of respondents strongly disagree that government lobbying influences more sources of funding, 14 (12.7%) of respondents disagree that Government lobbying influences more sources of funding, 10 (9.1%) of the respondents agree that government lobbying influences more sources of funding while 9 (8.2%) Strongly disagree .

#### **4.6.4 Government authorities are charge of donation**

Respondents were asked to indicate whether government authorities are in charge of donations. Findings were obtained and presented in Table 4.19

**Table 4.19 Government authorities are in charge of donation**

	Frequency	Percent
strongly disagree	90	81.8
Disagree	13	11.8
Agree	5	4.6
strongly agree	2	1.8
Total	110	100.0

Findings in Table 4.19 indicate 90 (81.8%) of the respondents strongly disagree that government are in charge of donation, 13 (11.8%) of the respondents disagree that government lobbying influences more sources of funding, 5 (4.6 %) of the respondents agree that government lobbying influences more sources of funding while 2 (1.8%) of the respondents government lobbying influences more sources of funding.

#### **4.6.5 Government influence on implementation of donor funded projects.**

Respondents were asked to indicate whether Government influence implementation of donor funded projects. Findings were obtained and presented in Table 4.20

**Table 4.20 Responses whether government intervention influence implementation of donor funded projects**

	Frequency	Percent
Very high	55	50
High	34	30.9
Average	14	12.7
Low	3	2.7
Very low	4	3.7
Total	110	100.0

Results in Table 4.20, Majority of respondents 55 (50%) indicate government intervention influence implementation of donor funded projects very high, 34 (30.9%) of respondents indicate that government intervention influence implementation of donor funded projects high, 14 (12.7%) of respondents indicate that government intervention influence implementation of donor funded projects Average, 3 (2.7%) of respondents indicate that government intervention influence implementation of donor funded projects very low while 4 (3.7%) of the respondents indicate that government intervention influence implementation of donor funded projects Low. From the results obtained, government intervention a crucial successful implementation of donor funded projects.

#### **4.7 Monitoring and evaluation training and Implementation of donor funded projects**

This objective sought out whether monitoring and evaluation influence implementation of donor projects Nairobi County,. A case of Red Cross society. Measuring indicators were; whether the staff were trained on project indicators, reporting tools, communication strategy and components of deliverables. Findings are as presented in subsequent tables

##### **4.7.1 M&E Training focus on project indicators**

Respondents were asked to indicate whether M&E Training focus on project indicators. Findings were obtained and presented in Table 4.21

**Table 4.21 M&E training focus on project indicators**

	Frequency	Percent
Yes	78	70.1
No	32	29.9
Total	110	100.0

Findings in Table 4.21, majority of respondents 78 (70.1%) indicated that M&E training focused on project indicator while the minority of the respondents 32 (29.9%) indicated that M&E training focused on project indicator. Understanding of project indicators help to monitor and evaluate the project.

#### 4.7.2 Adequate training on M&E Reporting tools

Respondents were asked to indicate whether there is adequate training on M&E Reporting tools. Findings were obtained and presented in Table 4.22

**Table 4.22 Adequate training on M&E reporting tools**

	Frequency	Percent
strongly disagree	25	22.7
Disagree	45	40.9
Agree	14	12.8
strongly agree	26	23.6
Total	110	100.0

in Table 4.22 shows majority 45 (40.9%) of the defendants disagree that they have received adequate training on M&E Reporting tools, 26 (23.6%) of the respondents strongly agree, 25 (22.7%) while 14 (12.8%) of the respondents agree that adequate training on M&E Reporting tools.

#### 4.7.3 M&E Training has helped understand expectation of the project

Respondents were asked to indicate whether M&E Training has helped understand expectation of the project. Findings were obtained and presented in Table 4.23

**Table 4.23 Training help understanding expectations of the project**

	Frequency	Percent
strongly disagree	10	9.1
Disagree	3	2.7
Agree	13	11.8
strongly agree	84	76.4
Total	110	100.0

Findings in table 4.23 indicate that 84 (76.4%) respondents strongly agree that training help in understanding expectations of the project, 13 of the respondents agree that training help in understanding expectations of the project, 10 (9.1%) of the respondents strongly agree that training help in understanding expectations of the project while 3 (2.7%) disagree that training help in understanding expectations of the project. Training focus on impact chain. This helps the staff to understand the expectation of the project even before it is rolled out.

#### **4.7.4 M&E communication strategy**

Respondents were asked to indicate whether M&E has helped in setting up a communication strategy. Findings were obtained and presented in Table 4.24

**Table 4.24. M&E training has helps in setting up a communication strategy**

	Frequency	Percent
strongly disagree	5	4.5
Disagree	18	16.5
Agree	19	17.2
strongly agree	68	61.8
Total	110	100.0

Findings in Table 2.24 indicate that 68 (61.8%) of the respondent strongly agree that M&E training has helped in setting up a communication strategy, 19 (17.2%) of the respondents agree that M&E training has helped in setting up a communication strategy, 18 (16.5%) of the respondents disagree that M&E training has helped in setting up a communication strategy while 5 (4.5%) strongly disagree that M&E training has helped in setting up a communication strategy.

#### **4.7.5 Monitoring and evaluation training and implementation of donor funded projects**

Respondents were asked to indicate whether Monitoring and evaluation training influence implementation of donor funded projects. Findings were obtained and presented in Table 4.25



**Table 4.25 Response on whether monitoring and evaluation influence implementation of donor funded project**

	Frequency	Percent
Very high	54	49.1
High	32	29.1
Average	16	14.6
Low	4	3.6
Very low	4	3.6
Total	110	100.0

Results in table 4.25, majority of the defendants 54 (49.1%) donor funded very high, 32 (29.1%) high, 16 (14.6%) on average, 4 (3.6%) low and very low respectively. This indicates that monitoring and evaluation is very crucial for success of project. Regular trainings should be done on monitoring and evaluation.

#### 4.8 Inferential analysis

The inferential evaluation was used in study to determine whether there has been a courting amid the variables in addition to the energy of that courting. The inferential information evaluation aimed to reach an end that enlarge past the immediately records alone amid dependent and unbiased variables in this study (availability of finances, technical capabilities, authorities intervention and monitoring and assessment trainings)

**Table 26: ANOVA**

Model	Sum of square	Df	Mean square	f	Sig.
Regression	2.535	2	1.269	5.456	0.025
Residual	9.308	39	2.328		
Total	3.466	41			

\*\*\*\*\* significant at 5% level

The F vital at 0.05 significance level became 3.466 since f calculated is greater than the F critical (price =5.455), this indicates that the general model changed into giant. From table

above, the significance value is 0.25 which is less than the zero.05 for that reason the version is statistically significance in predicting how availability of price range, technical skills, government intervention and monitoring and evaluation schooling influence on implementation of donor funded initiatives in Nairobi county.

**Table 28: Significance of the variables in the model**

<b>Model</b>	<b>Unstandardized coefficient</b>		<b>Standardized coefficient</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std error</b>	<b>Beta</b>		
<b>(Constant)</b>					
Implementation of donor funded projects	3.026	.733		2.127	.000
Availability of funds	.269	.225	.202	3.081	.003
Technical skills	.172	.155	.147	2.578	.000
Government intervention	.201	.222	.016	2.960	.010
monitoring and evaluation trainings	.233	.153	.232	3.229	.001

The study conducted multiple regression analysis to determine the relationship between independent variables and dependent variable. The model employed was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:-

Y= Implementation of donor funded projects,  $\beta_0$ =constant ,  $\beta_1, \beta_2, \beta_3$  and  $\beta_4$  = regression coefficients,  $X_1$ = Availability of funds,  $X_2$ = Technical skills,  $X_3$ = Government intervention,  $X_4$ = Monitoring and evaluation,  $\epsilon$ =Error Term

According to the model employed, taking all independent variables into account (availability of funds, Technical skills, Government intervention and monitoring and evaluation trainings) constant at zero, increase of a unit in leadership skills will lead to a 0.269 increase in implementation of donor funded projects, increase of a unit in marketing skills will lead to a 0.179 increase in implementation of donor funded projects, increase of a unit in financial management skills will lead to 0.201 increase in implementation of donor funded projects and increase of a unit in monitoring and evaluation training will lead to 0.233 increase in implementation of donor funded projects, thus the most significant determinant is Availability of funds.

**CHAPTER FIVE**  
**SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION**  
**OF THE STUDY**

**5.1 Introduction**

This chapter outlines summary of findings, conclusion and recommendation for the study. Subtitles are arranged according to the objectives of the study.

**5.2 Summary of the findings**

The study was based on factors influencing donor funded projects in Nairobi County, Kenya: A case of Kenya Red Cross Society. The objectives of the study were; to find how availability of funding influence implementation of donor funded projects in Nairobi County, Kenya. A case of Red Cross society, to determine extent to technical skills influence implementation of donor funded projects in Nairobi County, Kenya. A case of Red Cross society, to analyze how government intervention influence implementation of donor projects in Nairobi County, Kenya. and to find out whether monitoring and evaluation influence implementation of donor funded projects in Nairobi County, Kenya. A case of Red Cross society. The study adopted descriptive research design. Census Method was used in order to target the whole population of 120 and 110 questionnaires were duly filled and returned for analysis. From the from the result, all the variables were found to have a positive influence on implementation of donor funded projects in Nairobi County, Kenya. According to the model employed, taking all independent variables into account (availability of funds, Technical skills, Government intervention and monitoring and evaluation trainings) constant at zero, increase of a unit in leadership skills will lead to a 0.269 increase in implementation of donor funded projects, increase of a unit in marketing skills will lead to a 0.179 increase in implementation of donor funded projects, increase of a unit in financial management skills will lead to 0.201 increase in implementation of donor funded projects and increase of a unit in monitoring and evaluation training will lead to 0.233 increase in implementation of donor funded projects, thus the most significant determinant is Availability of funds

### **5.2.1 Influence of availability of funds on implementation of donor funded projects**

From the results majority of respondents 72 (65.4%) indicated that availability of funds influence implementation of donor funded projects very high, 25 (22.7%) of the respondents indicated that availability of funds influence implementation of donor funded projects high, 5 (4.6%) of the respondents indicated that availability of funds influence implementation of donor funded projects high and very low respectively.

### **5.2.2 Influence of technical skills on Implementation of donor funded projects**

From the findings majority of the respondents 64 (58.2%) indicated that technical skills influence implementation of donor funded projects very high, 25 (22.7%) of the respondents indicated that technical skills influence implementation of donor funded projects Average, 14 (12.7%) of the respondents indicated that technical skills influence implementation of donor funded projects low while 7 (6.4%) of the respondents indicated that technical skills influence implementation of donor funded projects very low. This indicates that Technical skills are very important project implementation. Regular technical trainings based on the project being implemented should be done.

### **5.2.3 Influence of Government intervention on implementation of donor funded projects**

From the findings in the study, its can established that majority of respondents 55 (50%) indicate that government intervention influence implementation of donor funded projects very high, 34 (30.9%) of respondents indicate that government intervention influence implementation of donor funded projects high, 14 (12.7%) of respondents indicate that government intervention influence implementation of donor funded projects Average, 3 (2.7%) of respondents indicate that government intervention influence implementation of donor funded projects very low while 4 (3.7%) of the respondents indicate that government intervention influence implementation of donor funded projects Low. From the results obtained government intervention a crucial role in successful implementation of donor funded projects.

#### **5.2.4 Influence of Monitoring and evaluation training on implementation of donor funded projects**

From the findings obtained in the study, majority of the respondents 54 (49.1%) indicated that monitoring and evaluation influence implementation of donor funded projects very high, 32 (29.1%) of the respondents indicated that monitoring and evaluation influence implementation of donor funded projects high, 16 (14.6%) of the respondents indicated that monitoring and evaluation influence implementation of donor funded projects on average, 4 (3.6%) of the respondents indicated that monitoring and evaluation influence implementation of donor funded projects low and very low respectively. This indicates that monitoring and evaluation is very crucial for success of project. Regular trainings should be done on monitoring and evaluation.

### **5.3 Discussion of Findings**

This section outlines the discussion on the findings based on the objectives of the study.

#### **5.3.1 Availability of funds and implementation of donor funded projects**

The first objective of the study was to find how availability of funding influence implementation of donor funded projects in Nairobi County, Kenya majority of the respondents 62 (56.4%) agreed that they receive funds in time while 48 (43.6%) of the respondents disagreed that they receive funding in time. Timely disbursement of funds enables efficient project implementation. Ditshwanelo (2004), noted that one of the main threats to the existence of NGOs and the execution of their roles is the reduction in funding which may lead to scaling their activities down. On Accountability and transparency majority of the respondents 48 (43.6%) agree that there is accountability and transparency of funds, 37 (33.6%) of the respondents strongly agree that there is accountability and transparency of funds, 16 (14.6%) of the respondents disagree that there is accountability and transparency of funds while 9 (8.2%) of the respondents strongly disagree there is accountability and transparency of funds. From the findings it can be concluded that administration of donor funds should be in a transparent and this would enhance accountability.

#### **5.3.2 Technical skills and Implementation of donor funded projects**

From the findings obtained, majority of the respondents 82 (74.5%) indicated that specialized technical skills are required to implement donor funded projects. It can be said that technical skills are very important for successful implementation of donor funded. On

Continuous training of the staff majority of the respondents 66 (60%) strongly agree that staff are continuously trained, 30 (27.3%) of the respondents indicated that they agree that staff are continuously trained, 5 (8.2%) of the respondents indicated that they disagree that staff are continuously trained, while 5 (4.5%) of the respondents strongly disagree the staff are continuously trained. According to Schiavo-Campo (2001), some NGOs do not have the expertise and time to manage all of the funded programs, or even to ensure full involvement by all of the communities, as is normally claimed. Therefore, training of staff on technical is very crucial since they will gain more experience on how to handle projects in future.

### **5.3.3 Government intervention and implementation of donor funded projects**

From the findings majority of the respondents 71 (64.5%) disagreed that the government limits the amount of fund donated to the organization while 39 (35.5%) agreed that the government limits the amount of fund donated to the organization. From the finding, the government allow NGOs to source for more funds to support their projects. It can be concluded that government intervention plays a crucial role in successful implementation of donor funded projects. The government should come up with clear policies that will help the NGOs succeed. However, According to Pandely (2005), Governments always have the fear that NGOs will erode their political power and NGOs also mistrust the motivations of government officials.

### **5.3.4 Monitoring and evaluation training and Implementation of donor funded projects**

From the findings obtained, majority of respondents 78 (70.1%) indicated that M&E training focused on project indicator while the minority of the respondents 32 (29.9%) indicated that M&E training focused on project indicator. Understanding of project indicators help monitor evaluate the project. Further, majority indicated that 84 (76.4%) of the respondents strongly agree that training help in understanding expectations of the project, 13 of the respondents agree that training help in understanding expectations of the project, 10 (9.1%) of the respondents strongly agree that training help in understanding expectations of the project while 3 (2.7%) disagree that training help in understanding expectations of the project. Training focus on impact chain. This helps the staff to understand the expectation of the project even before it is rolled out. Once a project

implementation team set, training and capacity building for M&E reporting is very important. This has been noted to enhance understanding deliverables of a project, reporting requirements and builds the M&E team as one (McGary & Wysocki, 2003). Every person who is involved in implementation of a project should also be involved in M&E implementation including implementation partners, and should receive the training as well (Acharya *et al*, 2006). Training of implementers in M&E is done deliberately in a participatory manner in order to ensure that those responsible for implementation and use of the system are familiar with its focus, intent, design, and how to apply the monitoring and evaluation tools.

#### **5.4 Conclusion of the study**

From the data collected, analyzed, interpreted, and presented, the study can conclude that availability of funds positively influence implementation of donor funded projects in Nairobi county, Kenya. Technical skills also influence implementation of donor funded projects in Nairobi County, Kenya. It can further be concluded that Government intervention positively influence implementation of donor funded project. Finally, the project concludes that monitoring and evaluation also positively influence implementation of donor funded projects in Nairobi County, Kenya.

#### **5.5 Recommendation of the study**

From the findings obtained this study makes the following recommendations:

The project funds should be availed in time and be sufficient in order to enable the staff to undertake the project within the stipulated time. The internal controls should be enhanced further so that that the organization can be accountable and transparent.

Project staff should be continuously trained in monitoring and evaluation and technical skills in order to help the organization achieve it deliverable. Training in M&E should focus on development of indicators, logic frameworks, and monitoring tools. Technical skills should be based on the need of the project.



The government should increase their lobbying so that the NGOs like KRCS can obtain more fund from the government and this will help them carry out their project within the mandated time.

### **5.6 Suggestion for further studies**

The study suggest more studies here under;

Since this study was carried out in one county and only concentrated on four variables, more studies could be carried out in other counties in order to have conclusive results of factor influencing donor funded projects

More studies should conducted to establish how monitoring and evaluation affect growth of donor funded projects in Kenya

## References


- Acharya, B. Y., Kumar, V., Satyamurti, R., & Tandon. (2006). *Reflections on Participatory Evaluation - the Private Voluntary Organization for Health-II (PVOH) Experience. Paper presented for the International Conference on Participatory Monitoring and Evaluation: Experience and Lessons*. Cavite, Philippines.
- Alcock, P. (2009). Targets, Indicators and Milestones. *Public Management Review*, 6(2).
- Antill, J.M. (1974), *Project management: an overall concept*, I.E. Aust, Adelaide, Keynote Address to Project Management Symposium, South Australian Division.
- Armonia, Ricardo, C., Dindo, M., & Campilan. (2006). *Participatory Monitoring and Evaluation: The Asian Experience, Regional Overview Paper Prepared for the International Workshop on Participatory Monitoring and Evaluation, Cavite Philippines*. UPWARD.
- Clark, J. (1991), *Democratizing Development: The Role of Voluntary Organizations*, Kumarian Press, and West Hartford, CT.
- Flaman, G., & Gallagher, U. (2001). Assessment and Control of project Risks.
- Fowler, A. (1988), "NGOs in Africa: comparative advantage in relief and micro-development", IDS Discussion Paper No. 249, IDS, Brighton.
- Freeman, R.E. (1984), *Strategic Management: A Stakeholder Approach*, Pitman, Boston, MA.
- Gray, J. (2009). *Evaluations for learning, a discussion paper for the UK not-for-profit sector*. Retrieved January 15, 2014, from [www.framework.org.uk](http://www.framework.org.uk).
- Hulme, (2005). *Behavioral Foundations of Microcredit Experimental and Survey, Evidence From Rural India*. Charles University in Prague, Faculty of Social Sciences, Institute of Economic Studies.
- Ibbs, C. W., & Kwak, Y. H. (2000, March). Assessing project management maturity. Project Management Institute.
- Johnson, G & Scholes K. (2007). *Exploring corporate strategy*. Dorling Kindersley (India) P Source: PVt ltd, New Delhi.
- Kamau, G.G. (2006). *Assessment of factors influencing operations of NGO's.*, A case study of NGO's in Daadab Camp.

- Kirui, O. K., & Mirzabaev, A. (2014). *Economics of land degradation in Eastern Africa* (No. 128). ZEF Working Paper Series.
- Koontz and O'Donnell, (1984). McGraw Hill International Book Company Publishers, Singapore.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kusek, J. Z., & Rist, R. C. (2004). *Ten Steps to a Results-Based Monitoring and Evaluation System*. Washington DC, United States of America: The International Bank for Reconstruction and Development / the World Bank.
- Ledgerwood (1999), *finance Handbook: An Institutional and Financial Perspective*, Washington, DC: World Bank.
- Lekorwe, M. and Mpabanga, D. (2007), "Managing non-governmental organizations in Botswana", *The Public Sector Innovation Journal*, Vol. 12 No. 3.
- Lekorwe, M., & Mpabanga, D. (2007). Managing non-governmental organizations in Botswana. *The Public Sector Innovation Journal*, 12(3), 1-18.
- Marsden, David, & Oakley, P. (2001). *Evaluating Social Development Projects: Development Guidelines*. Oxfarm. Oxford.
- Mugenda, O. M. (1999). *Research methods: Quantitative and qualitative approaches*. African Centre for Technology Studies.
- Mwaura D.N. (2005). *Factors affecting the performance of NGO's in Kenya*. Nairobi
- Okorley, E. L., & Nkrumah, E. E. (2012). Organizational factors influencing sustainability of local non-governmental organizations: Lessons from a Ghanaian context. *International Journal of Social Economics*, 39(5), 330-341.
- PAMFORK.(2007). *Report of Workshop on Using Participatory Methodologies for Monitoring and Evaluation*. Nairobi, Kenya: Participatory Methodologies for Monitoring and Evaluation, South-South Sharing Forum.
- Pfohl, & Jacob. (2009). *Participatory Evaluation: A User's Guide*. New York: Private Agencies Collaborating Together (PACT).
- Preskill, H. (2004). *The transformational power of evaluation: Passion, purpose and practice*, In Alkin, M.C. (Ed) *Evaluation Roots, Tracing Theories, Views and Influences*. SAGE.

- Project Management Institute. (2008). *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)—Fourth Edition*. Pennsylvania: Project Management Institute, Inc.
- Reviere, R., Berkowitz, S., Carter, C., & Gergusan, C. (1996). *Needs Assessment: A creative and Practical Guide for Social*
- Sambu, E.K (2006). *Determinants of performance of NGO's in Kenya*. Nairobi.
- Schiampo-Campo, S. and Sundaram, P.S. (2001), *To Serve and to Preserve: Improving Public Administration in a Competitive World*, Asian Development Bank, Manila.
- Thomas, K. W. (1992). Conflict and conflict management: Reflections and update. *Journal of organizational behavior*, 13(3), 265-274.
- UNDP (2000), *Human Development Report*, United Nations Development Programme and Oxford University Press, New York, NY
- UNDP. (2006). *who are the Question-Makers? A Participatory Evaluation Handbook, Office of the Evaluation and Strategic Planning*.
- UNDP. (2006). *who are the Question-Makers? A Participatory Evaluation Handbook, Office of the Evaluation and Strategic Planning*.
- UPWARD. (2011). *Interfacing PM&E with the Research and Development Process: An Introduction. Self-assessment: Participatory Dimensions of Project Monitoring and Evaluation*.
- Ward,&Pene. (2009). *Getting the Right End of the Stick: Participatory Monitoring and Evaluation in an Organizational Context*, Cavite.
- Ward,&Pene. (2009). *Getting the Right End of the Stick: Participatory Monitoring and Evaluation in an Organizational Context*, Cavite.
- Woodhill, Jim, & Lisa, R. (2012). *Participatory Evaluation for Landcare and Catchment Groups: A Guide for Facilitators*. Greening, Australia.
- Woodhill, Jim, & Lisa, R. (2012). *Participatory Evaluation for Landcare and Catchment Groups: A Guide for Facilitators*. Greening, Australia.
- Wysocki, R. K., & McGary, R. (2003). *Effective Project Management - Traditional, Adaptive and Extreme* (3rd Ed.). (R. M. Elliott, Ed.) Indianapolis, Indiana: Wiley Publishing.
- Wysocki, R. K., & McGary, R. (2003). *Effective Project Management - Traditional, Adaptive and Extreme* (3rd Ed.). (R. M. Elliott, Ed.) Indianapolis, Indiana: Wiley Publishing.

# APPENDIX III: NACOSTI LICENSE PERMIT

**THIS IS TO CERTIFY THAT:** **MISS. ROSELYNE NGENDO NJORGE** of **UNIVERSITY OF NAIROBI, 0-900** **Permit No : NACOSTI/P/18/S5003/26236**  
**of UNIVERSITY OF NAIROBI, 0-900** **Date Of Issue : 1st November, 2018**  
**KIAMBU, has been permitted to conduct** **Fee Received :Ksh 1000**  
**research in Nairobi County**  
**on the topic: FACTORS INFLUENCING**  
**IMPLEMENTATION OF DONOR FUNDED**  
**PROJECTS IN NAIROBI COUNTY, KENYA:**  
**A CASE OF KENYA RED CROSS SOCIETY.**  
**for the period ending:**  
**30th, October, 2019.**



**Applicant's**  
**Signature**

**Samuel**  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation.**

## APPENDIX IV: AUTHORIZATION LETTER



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 254 20 3213071  
254 20 3106122/0420  
Fax: 254 20 3102193/049  
Email: [ca@nacosti.go.ke](mailto:ca@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)  
Water supply: p:020-3070

NACOSTI, Upper Kasika  
Off. Nairobi way  
P.O. Box 10625-0102  
NAIROBI-KENYA

Ref No: **NACOSTI/P/18/55003/26236**

Date: **1<sup>st</sup> November, 2018**

Roselyne Ngendo Njoroge  
University of Nairobi  
P.O Box 30197-00100  
NAIROBI

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Factors influencing implementation of donor funded projects in Nairobi County, Kenya: A case of Kenya Red Cross Society*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **30<sup>th</sup> October, 2019**.

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

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

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

## APPENDIX V: INTRODUCTION LETTER



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

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

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

11<sup>th</sup> September, 2017

REF: UON/ODcL/NLC/29/239

RE: ROSELYNE NG'ENDO NJOROGE - REG NO: L50/86083/2016

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

She is proceeding for research entitled, "Factors Influencing Implementation of Donor Funded Projects in Nairobi County, Kenya: A Case of Kenya Red Cross Society."

Any assistance given to her will be appreciated.

CAREN AWILLY  
CENTRE ORGANIZER  
NAIROBI LEARNING CENTRE