DETERMINANTS OF PROJECT IMPLEMENTATION BY GRASSROOT SUPPORT NON-GOVERNMENTAL ORGANIZATIONS IN KENYA

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Determinants of Project Implementation by Grassroot Support Non-Governmental Organizations in Kenya

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

I thank God for His Grace. I dedicate this thesis to all those who have shaped who I am today especially my late parents, Hon. Gerishon and Mrs. Julia Mbogoh, for the way they raised me and instilled the value of determination, honesty and justice, smart work and respect for all.

I thank my husband Francis for his insight, unwavering support and encouragement. I also dedicate this thesis to those members of my family and friends who had good wishes and prayers for me and those who supported me.

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LIST OF ABBREVIATIONS AND ACRONYMS

CEO   Chief Executive Officer

ESI   Education Services Institute

GSNGO   Grassroot Support Non- Governmental Organization

IEA   Institute of Economic Affairs

NACOSTI National Commission for Science, Technology & Innovation

NCCK   National Council of Churches of Kenya

NGO   Non-Governmental Organization

PhD   Doctor of Philosophy

PVO   Private Volunteer Organizations

SPSS   Statistical Package for Social Sciences

UN   United Nations

YWCA   Young Women's Christian Association

DEFINITION OF TERMS

Grass-root Support Non-Governmental Organizations A subset of Intermediate NGOs that provides services and support to local groups of disadvantaged rural or urban households and individuals (Martinez, 2008).

Implementation Translating plans into action. It involves organization of the firm's resources (programs, budgets, and procedures) and motivation of the staff to achieve objectives (Hay Group, 2020).

Leadership One's self-perceived and tested capability to influence people (Amukobole, 2012).

Management Process of organizing and directing implementation of objectives of an organization using the available resources; Human resources, financial resources, material resources and information. (Barker & Cole, 2012).

Organizational Culture The collection of values, expectations, and practices that guide and inform the actions of all team members. The way things are done in an organization, an intangible yet ever-present theme that provides meaning, direction, and the basis for action (Njugi & Agusioma, 2014).

Organizational Resources All assets that are available to a firm for use during the production process. The four basic types of organizational resources are human, monetary, raw materials and Capital. Organizational resources are combined, used, and transformed into finished products or services during the production process (Mwazumbo *et al.*, 2016).

Project Communication The process of passing information from one entity (person, group, place, level) to another with the aim of accomplishing specific objectives (Marianne *et al.,* 2017).

Project Management Refers to the application of knowledge, skills, tools and techniques to project activities to meet objectives that have been established (PMI, 2021).

Project Management Training The application of knowledge, skills, tools, and techniques to perform several tasks to meet project requirements, to make the final deliverables in a finite time and budget (Woodhead, 2011).

Strategy The planned activities which achieve advantage in a changing environment through its configuration of resources and competences with the aim of fulfilling the vision, goals and stakeholder expectations (Martisuo & Killen, 2014).

Team Leadership The management of a group of people brought together to work and achieve a common goal (Kruse, 2019).

ABSTRACT

Projects play a crucial role in the economic development of a nation. Findings from various studies have indicated that organizations in various industries have embraced Project Management but the implementation process is still a challenge. This results in well-formulated projects failing at the implementation stage because of many factors ranging from unrealistic expectations, poor methodology, poor requirements, inadequate resources, poor project management, untrained teams, unrealistic budgets, to poor communication and more. This study sought to investigate determinants of project implementation and their effect on projects implemented by Grass-root Support Non-Governmental Organisations in Kenya. It was guided by positivism research philosophy and used the Cross-Sectional survey research design. The study had five objectives which sought to establish the effects of Team Leadership, Project Management Training, Project communication, Organizational culture and Organizational resources on project implementation. The target population of this study consisted 485 top management employees of 18 GSNGOs based in four counties in the eastern and central regions of Kenya; Tharaka-Nithi, Embu, Kitui and Kirinyaga. Stratified sampling and random sampling techniques were used to arrive at the sample size of 50 top management employees of the target GSNGOs. Tools for collecting data for the study were questionnaires, interviews and observation. Tool triangulation enhanced the quality of data collected. Quantitative data was analyzed using both descriptive statistics and inferential statistics. Before administration of research instruments, their internal consistency and validity was determined through a pilot study. Quantitative data collected was analysed with the aid of Statistical Package for Social Sciences while qualitative data was analysed using content analysis. The results of the study showed that Team Leadership techniques like ensuring that all resources were utilized for the intended purposes and involving everyone in decision making improved the implementation of Grassroot Support projects. There was a strong correlation between 'team leadership is accessible to consult on project issues and transparency in organization matters' and project implementation. The results also showed that Project Communication enhanced project implementation. There was a strong positive correlation between use of effective communication channels, holding frequent consultative meetings to discuss progress of the project and use of chain of command and implementation of projects. The results also revealed that Organisational Resources such as adequate funding and competent employees affected project implementation. There was a strong positive correlation between organizational resources and project implementation in Grassroot Support Non-Governmental Organizations in Kenya. Results also indicated that the joint effect of the variables studied was higher than their individual effects. Further, Project Management Training and Organizational Culture had weak but positive effects on implementation of Grassroot Support projects. The study concluded that top project leadership needs to embrace effective leadership techniques, especially the Democratic leadership style, and effective communication where the flow of communication is clear and multi-directional. Also concluded was that when leadership embraces innovative methods of ensuring adequate resources and effectively utilizing them for the intended purposes enhances implementation of projects. This study recommends that the team leadership adopts democratic leadership style, effective communication and ensures that resources are adequate and of good quality to facilitate effective project implementation in their organisations

<div align="center">**CHAPTER ONE**</div>

<div align="center">**INTRODUCTION**</div>

This study examined the effect of five determinants of project implementation by Grass-root Support Non-Governmental Organisations in Kenya. The chapter provided the context of the study and the information required for understanding the problem that the study investigated. The chapter articulates specific, significant problem by connecting that problem to the literature. It outlines the objectives of the study that the study seeks to answer, research hypothesis, the justification, Significance, scope of the study and limitation of the study.

1.1 Background of the Study

Implementation is the phase of a project where all the planned activities of a project are put into action using the required resources to deliver its results. Projects produce distinctive results and this means that the product or service at the end of the project should have a difference from the existing ones hence the need for progressive development in the process of implementation (Aben *et al*. 2021).

Due to distinctiveness and greater uncertainty projects cannot be completely understood at or before project start and therefore planning and execution of projects normally occurs in steps or phases. As the project progresses, the project team understands the steps to follow, deliverables and way of executing them much better. Based on this knowledge, team members clarify the initial draft plans, and execute the next phases of the project based on these detailed plans (Ochieng *et al*. 2017).

Planning, execution and controlling of project is the primary field of project management. For major projects it is necessary sometimes to set up a special temporary project office, with a project team and one or more work teams (Natarajan, 2022). Big projects can be divided into smaller projects. A collection of related projects managed by a common entity is referred to as a program (Ninan & Sergeeva, 2022).

Before the implementation of a project, the implementers, led by the project executives should identify their strengths and weaknesses including internal forces,

opportunities and threats which include external forces (Heldman, 2016). The strengths and opportunities are positive forces that should be exploited to effectively and efficiently implement a project. The weaknesses and threats are obstacles that can hamper project implementation. The implementers should ensure that they devise means of overcoming them (Whyte, 2019).

Monitoring is important at this implementation phase to ensure that the project is implemented as per the schedule (Kamau, 2021). This is a continuous process that should be put in place before project implementation starts. The monitoring activities should appear on the work plan and should involve all stake holders. If activities are not going on well, arrangements should be made to identify the problems so that they can be corrected. Monitoring also helps the implementers to measure how well they are achieving their targets. This is because the process of implementation greatly affects the use, operation and maintenance of the project (Badewi, 2016).

Project implementation therefore requires great commitment by both the financiers and the recipients. When there is no commitment, already started projects turn into 'white elephants'. Development partners are increasingly aware of the limits of projects, and are working towards enhancing impact by supporting various sectors (Berkun, 2020). Detailed guidance and increased motivation for project managers are required if successful projects are to be realized.

Project implementing practice through the project management approach has been embraced across the world and across various sectors because of its observed contribution to organizational effectiveness (Aubry *et al*., 2021). Organizations in both public and private sectors are currently taking seriously the practice of implementing projects to guide their performance.

1.1.1 Project Management

There is an increased awareness that project management techniques are crucial to project success in non-governmental organizations (Banihashemi *et al*. 2017). Project management statistics show that 73% of organizations that use formal project management approach always or often have met the goal or intent. 63% have completed the projects within budget and 59% have delivered the projects on time. By comparison, only 58% of organizations that rarely/never use formal PM methods have

met the initial goals, 48% complete the projects within budget, and 43% have delivered the projects on time.

83% of high-performing organizations have ongoing project management training. High-performing organizations recognize the benefits of project management training. 81% further prioritize the development of project management technical skills and 79% prioritize the development of project management leadership skills. The project management statistics for low performers in these areas are 34%, 13%, and 11%, respectively (Charles *et al.*, 2021).

Project Management is a specialized management technique necessary for the planning, organization and control of industrial and commercial projects under one strong point of responsibility. Project management refers to the utilization of knowledge, skills, tools and techniques to project activities to meet a relatively short-term objective that has been established to complete specific goals and objectives (PMI, 2021). It is accomplished through the planning, organizing, directing, and controlling of company resources. Today, the concept of project management has been increasingly applied in diverse industries and organizations (Kerzner, 2017).

Project management is the application of relevant logic and tools to planning, directing, and controlling a temporary endeavor (Kerzner, 2017). While some organizations specialize in projects, others may require project management skills only occasionally to effect a change, either physical or sociological in nature, from the norm. Organizations have realized that project management can take a leading role in facilitating and enabling the changes involved in projects (Martinsuo, 2020). Modern project management emerged over fifty years ago in the United States and has been evolving ever since (Jacobsson & Soderholm, 2020).

As far as project management is concerned, it presents the procedural framework and the temporary nature of projects which are in contrast with the organization's current operations, processes and activities, which are repetitive, permanent and operational, being performed with the aim of producing services and/or products (Kreiner, 2020). In practice, these two types of management: project versus operational/functional, are different to the extent that they need the development of certain technical skills and tactics and of distinctive management strategies. The first challenge of project management is to achieve all the objectives established, taking into consideration the

existing constraints: budget, time, resources (Kreiner, 2020). The second challenge is that of maximizing the results obtained in the above-mentioned conditions.

1.1.2 The Project and the Project Management Cycle

A project can be basically defined as a temporary venture undertaken by people who work cooperatively together to create a unique product or service within a limited time frame and within an agreed budget to achieve set deliverables (Project Management Institute, 2021). Project success is usually defined by the criteria of time, budget and deliverables (Sarafan *et al*., 2022). A project is only successful if it is completed on schedule, on budget, it achieves the set deliverables and it is of the agreed quality to facilitate acceptance and use by the clients for whom the project was intended.

According to Kerzner (2017), projects possess certain attributes that distinguish them from any other activity in the organization. These include the fact that projects are temporary, meaning that projects will have a start and end date although it has nothing to do with short duration. Projects produce unique results.

One method that has been used with some regularity in order to help managers conceptualize the work and budgetary requirements of a project is to utilize the notion of the project life cycle. The general understanding of the life cycle is familiar to most modern managers (Martinsuo et al., 2019). Life cycles are used to explain the rise and demise of organizations as well as phases in the sale life of a product. In a similar way, managers often make use of the life-cycle concept as a valuable tool for better understanding the stages in a project and the likely materials requirements for the project through each distinct phase.

There are different models of project life cycles, with four, five or six phases. Figure 1.1 shows an example of a project life cycle. This illustration of the project life cycle is based on the work of Adams and Barndt (1983) and King and Cleland (1983) and has been improved by various scholars over the years (Wong, 2013). As can be seen, the project's life cycle has been divided into four distinct stages.

Conceptualization is the initial project stage. At this stage a project is determined as being necessary. Preliminary goals and alternatives are specified, as well as the possible means to accomplish those goals (Berkun, 2020).

Planning is the stage involving the establishment of a more formalized set of plans to accomplish the initially developed goals. Among planning activities are scheduling, budgeting, and the allocation of other specific tasks and resources (Martinsuo & Killen, 2014).

Execution is the third stage involving the actual work of the project. Materials and resources are procured, the project is produced, and performance capabilities are verified (Carvalho & Rabechini, 2017).

Termination-Once the project is completed, there are several final activities that must be performed. These activities usually include the release of resources and transfer of the project to the clients and, if necessary, the reassignment of project team personnel (Martinsuo & Killen, 2014).

| Phase I | Phase II | Phase III | Phase IV | Time |
| Conceptualization | | Planning Execution | Termination | |
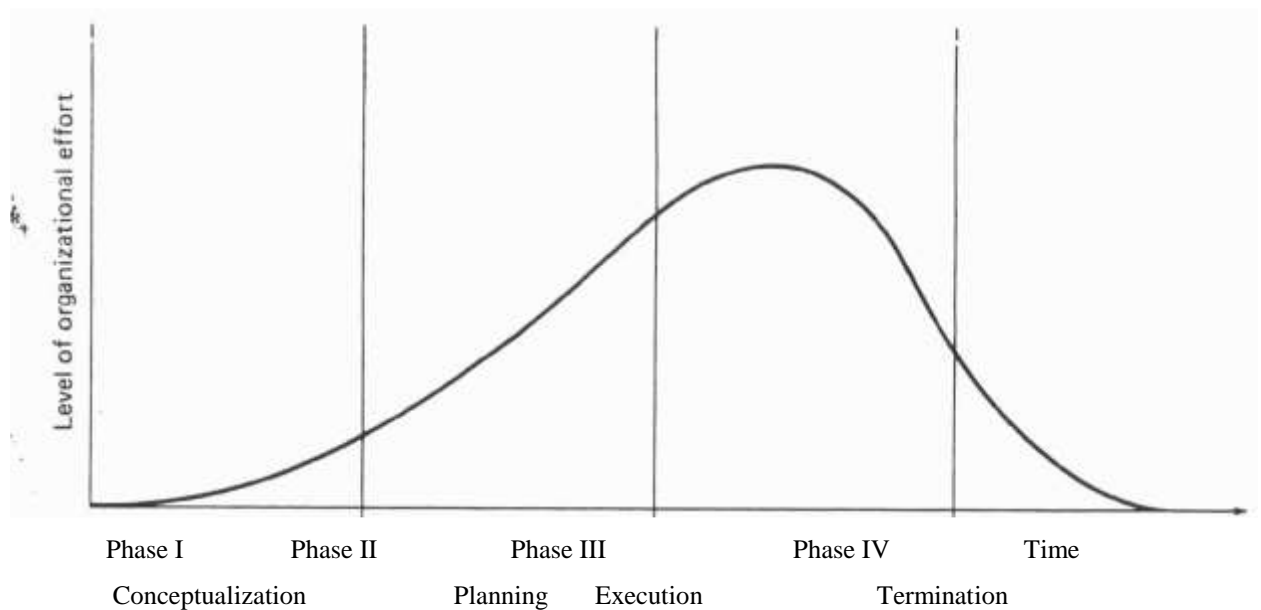
Figure 1.1: Phases of the project life cycle

Source: Adams and Barndt (1983) and (Wong, 2013)

The life cycle specifies the level of organizational effort necessary to adequately perform the tasks associated with each project stage. Organizational effort can be measured using surrogates such as number of man-hours, expenditures, assets deployed, or other measures of organizational resource utilization (Adams & Barndt, 1983). As one would suspect, during the early Conceptualization and Planning stages,

effort requirements are minimal, increasing rapidly during late Planning and project Execution (implementation), before diminishing again in the project's Termination. As a result, the concept of project life cycles can be quite useful to a manager, not only in terms of distinguishing among the stages in the project's life (Wong,2013), but also through indicating likely resource requirements to be expected at each stage.

This study intended to concentrate on the implementation (execution) phase because it is the phase which requires the greatest organizational effort in terms of time, organizational resources and skill (Holzmann *et al.,* 2022). This makes it the area which poses the greatest challenge to project managers and teams. It is, therefore, the most crucial phase and the phase which determines project performance.

a) Projects and Team Leadership

Although clear plans and sound organization may set the stage, a manager must also provide leadership if the people in his/her organization are to work together to achieve its goals and mission. Billows (2015) noted that participating in the implementation of project plans varied with some companies exhibiting high participation while others had low participation as dictated upon by their management style.

Corporate leadership in Kenya has caught the attention of different stakeholders and organization. This has made them rethink and embrace their various organizational concepts in order to implement strategic plans effectively, in a very competitive atmosphere (Kitenga, 2020). Most organizations in Kenya emphasize on democratic leadership where maximizing participation of group members together with empowerment for decision-making are most important (Brunet *et al*. 2021).

Even though the NGO sector is leading in embracing and practicing the idea of strategic project management planning, the question remains whether the complexity of implementation is reduced for these NGOs. Ejohwomu *et al*. (2021) argue that learning, development environment and empowerment of employees who are the true foot soldiers of implementation, inform a good implementation of strategic plans.

In daily activities, managers are people who work through other people to organize their activities in order to achieve their organizational goals (Chege, 2015). In his

studies on the importance of strategic management in firm performance, Ericksson et al, (2017) established that management was an important factor in successful strategic plans. He showed that poor top-down management style or poor vertical communication can be a cause of resistance to strategy implementation.

At the same time, he observed that top management is responsible for the marshaling and allocating implementation factors such as leadership, organizational culture and others to facilitate project implementation (Ericksson et al, 2017). It may be argued that management of an organization strategy should not be restricted to the top managers but it is the responsibility of managers at all levels. In fact, various authors appear to have the idea that implementation failures occur at middle and lower level management.

Effective management demands effective use of power in overcoming barriers to change (Aubry *et al.,* 2021). Power is a leader's ability to get things done in the way he or she wants them done. It can also be said to be the ability to influence other people's behavior, to persuade them to do things that they would otherwise not have done and to overcome resistance and opposition to the process of changing direction. Effective exercise of power is essential for successful leadership (Martinsuo & Huemann, 2021). This study investigated whether management styles affect implementation of project strategic plans in Grassroot Support NGOs in Kenya.

b) Projects and Project Management Training

The quality of employees and their development through training are major factors in determining long-term profitability and optimum performance of projects in organizations (Buckle & Lines, 2012). To hire and retain quality employees, it is good policy to invest in the development of their skills, knowledge and attitudes so that individual productivity, which leads to organizational productivity, can be enhanced. In many cases, training is given to new employees. Training for existing employees helps them adjust rapidly to changing job requirements.

Organizations that have a commitment to quality will invest in training and development of its employees (Ibrahim *et al.*, 2019). A program for training new hires provides an important understanding of the position and how it fits within the

organizational structure. The more background knowledge available to the new hire about how one workgroup interrelates with the various departments, the more the understanding of her/his impact on the organization.

Also, very important in the organization's employee training program is continuing education (Zuman *et al.* 2019). This is usually made the responsibility of one person in the department in an NGO. This important function will keep all staff current about policies, procedures and the technology used in the department. Creation of an employee training manual is the best starting point for a good training program. The manual can either be in hardcopy format or online and is a foundation for practical and technical skills needed to prepare the new individuals for their positions (Psacharopoulos & Woodhall, 1997).

Chege (2015) argues that employee training and reference materials should be online in a company Intranet. In cases where the organization is not able to embrace the online world, it should use manuals but make sure they are up-to-dated regularly and they are interesting enough to ensure that the quality of training will be of a high standard (Berkun, 2019). A good point to include in computer training is visual images on the computer screen to capture and illustrate functions and examples. Project implementers should also be trained on a wide variety of topics covering all aspects of project management like all the phases of a project and more, which is referred to as project management methodology.

A methodology is a set of guidelines or principles created and applied to a specific situation. In a project environment, they might be a list of things to be done. A methodology could also be a specific approach, templates, forms or even checklists used during the project life cycle. A project methodology should guide the work of the team throughout the project cycle (Crawford, 2019). All members of a team should be familiar with the chosen methodology for the whole period of implementing their projects.

Many project management methodologies overlook the fact that many projects in a company compete for the same resources so they address the management of a single project. For the project managers to be able to focus attention on important areas and

set priorities which make a difference across different project elements they require the necessary tools. According to Catter & Pucko (2014) effective implementation of projects strategic plans depends on the availability of a good learning and development environment for employees.

c) Projects and Communication

An important but often overlooked method to help the project leader manage the transition from planning to implementation is to make efforts to continually communicate the continuous progress of the project to the other members of the project team. Communication reemphasizes the importance of a joint, team effort in implementing the project (Marriane et al., 2017). It also clarifies the status of the project relative to its life cycle. The project team is kept aware of the specific stage of the plan in which the project resides as well as the degree of strategic and tactical activities necessary to successfully sequence the project from its current stage to the next phase in its life cycle (Shockley & Palama, 2015).

Communication helps the project manager keep track of the various activities performed by his or her project team, making it easier to verify that strategic vision is not lost in the later phases of tactical operationalization. The more project team members are aware of these goals, the greater the likelihood of their taking active part in the monitoring and evaluating of the project and, as a result, the higher the quality of those activities for the project implementation. This would translate to an effective utilization of resources, hence a successful project.

Communication enhances the ability to gain people's involvement and giving them confidence in the activities of an organization (Sorrels & Sachi, 2015). Without effective communication, organizations will not serve anyone's needs. Regular Communication is ideal rather than an occasional exercise. It should be pursued through the channels of communication which are most effective for management of an organization.

People should be involved in the implementation of the strategic project plan so that a continuous and effective communication will motivate stakeholders into fully participating in the organization's activities (Kamau, 2021). This study seeks to

establish whether communication affects implementation of projects in Grassroot Support NGOs.

d) Projects and Organizational Culture

An observation made by Dodek *et al*. (2016) is that corporate culture requires internal integration so that the daily communications are determined by the organisation's identity and togetherness, acceptable behaviours and power allocations in the organization structures. Also important is external adaptation for dealing with outside environment especially when trying to implement a project.

Daft (2018) also added that how the culture relates to implementation affects the environment of an organization. He opines that such culture could be adaptability or mission culture for external focus, whereas an internal focus could tilt the organization's culture towards clan-based or bureaucratic culture.

Njugi & Agusioma (2014) established that corporate culture requires collective identity and togetherness in order to determine day-to-day communications, acceptable or non-acceptable behaviour as well as power or status allocation. These are important aspects in implementation of projects and after studying the cultures in various Grassroot Support NGOs in Kenya, this study seeks to determine whether organizational culture affects implementation of projects.

e) Projects and Organizational Resources

62% of successfully completed projects had supportive sponsors (TeamStage, 2022). Resources are quite different across the sectors and they create a competitive edge for organizations. Reiss (2012) states that management and its links does often source for similar resources and other best practices but it is really difficult to have resources replicated.

This is because resources display different abilities in for example, employee skills, cultural values, time management skills and financial savings ability. This leads to great differences in the implementation of projects which seem similar among organizations. Bunyasi *et al.* (2014) observed that some of the very important

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resources for successful implementation are knowledge resources, material wealth and coordination ability.

The prevalence of resource managers in many organizations points to the importance of resource management with optimization to create value and satisfaction to stakeholders and customers giving a competitive advantage and an impetus to effectively implement (Roehrich *et al.,* 2020). To avoid cases of the resources becoming a waste and burden that hinders effective project implementation the organization's resources must be utilized to the organization's advantage.

Lee and Liu (2012) attribute the frequent failure to implement well planned and documented project plans across Africa to the lack of proper management of resources. In addition to an adequate number of employees they must have the right skills and attitudes to drive forward an implementation plan. The need for good leadership and well-trained managers cannot be overemphasized.

The task of coordinating the usage of organization resources, which are normally scarce and very costly to get, needs to be put in the hands of competent employees (Mbolonzi, 2016). No matter what means were used to acquire the resources, stakeholders automatically desire to compare the success of a given project implementation against the amount of resources used (Nowell *et al*., 2017).

Furthermore, they have now adopted the current trend of placing more emphasis on accountability and transparency on financial resources and also on the motivated methods of human resources employed to avoid large turnovers that are injurious to project implementation. Involvement of employees from the beginning of project planning to the implementation stage is an important success factor in the process of effective implementation (Agasisti, 2020). It is, therefore, necessary to coordinate all the resources that help retain employees in an organization over the project period, through good communication (Miller, 2016). The study explored whether organizational resources have an effect on implementation of projects by Grasroot Support NGOs in Kenya.

1.1.3 Project Implementation

Successful development and introduction of projects in the organization, which amounts to the process of implementation, presents an ongoing challenge for managers. The process is complex, usually requiring simultaneous attention to a wide variety of human, budgetary, and technical variables (Errihannis *et al*., 2015).

If it can be demonstrated that a set of factors under the project manager's control can have a significant impact on project implementation, the project manager will be better able to effectively deal with the many demands created by her/his job, channeling her or his energy more efficiently in attempting to successfully implement the project under development (Kamau, 2021).

To meet the objectives, the project will require effective planning and control through the application of project management systems. As the project environment grows in complexity, project management will require team, stakeholder and executive collaboration like never before (Alade *et al*., 2022). On-the-job application of leadership, training, effective communication, organization culture and smarter resource management will be essential for driving the greatest business impact.

Even so, effectiveness of project implementation is thought of as including four basic important factors (Adams *et al*., 2016). According to Benitez-Avila et al. (2019), a project is considered to be successfully implemented if it is completed on-schedule (time bound), on-budget (budget bound), achieves as nearly as possible of all the goals originally set for it (quality), and is accepted and meets the needs of the clients for whom the project was intended (client satisfaction) .

A project has a defined time frame to completion, a limited budget, and a specified set of performance indicators. Also, the project is usually intended for use by some client, either internal or external to the organization and its project team (Joosse & Teisman, 2020). It is reasonable therefore; the assessment of project implementation effectiveness should include these four measures as well as others.

1.1.4 Background of GSNGOs in Kenya

A Grassroot Support NGO is a specialized subset of Intermediate NGOs and provides support to local groups of disadvantaged households. It can also provide services and resources to other organizations which support the poor to enhance their capacities to build sustainable alternatives (Carrol *et al*. 2009). The GSNGOs are not part of the government but can be funded by the state as well as donors and financial institutions.

The GSNGOs are therefore usually independent of governments. Although the definition can technically include profit corporations, the term generally implies non-commercial goals: social, cultural, legal and environmental advocacy groups. The GSNGOs obtain most of their funding from private sources (Carvalho & Rabechini, 2017) just like other NGOs. Stephenson observes that since the label NGO is often considered too broad by some, most NGOs now prefer to be called Private Volunteer Organizations (PVO).

The Non-Governmental Organizations Co-ordination Act, 1990 no. 19, amended through the Kenya Gazette Supplement No. 85 (Act No. 8) 23 October 1992, defines a Non-Governmental Organization as a private voluntary grouping of individuals or associations, not operated for profit or for other commercial purposes but which have organized themselves nationally or internationally for the benefit of the public at large and for the promotion of social welfare, development, charity or research in the areas inclusive of, but not restricted to, health, relief, agriculture, education, industry, and the supply of amenities and services.

Notably, there is need to focus on the activities of NGOs and take into consideration the size of this industry sector which was estimated at $120 billion U.S. a year in 2009 (Eichhorn, 2014). Traditionally, NGOs depend on donors for funding. Approximately 15% of all aid to developing countries (over $6 billion) is accessed through NGOs (briefing paper by the Overseas Development Institute, 2016). Further, the majority of NGO aid is currently provided for development projects and programs. With these large amounts of funding being pumped into development projects, there is a dire need to have systems in place to ensure that projects are successful.

However, overtime, the increased numbers of NGOs competing for donor funding has constrained the amount and level of funding available for each NGO (Hermariji, 2016). Donors, on the other hand, have reviewed funding policies, preferring to work in blocs of donors with like minds or in regional blocs. Foundations like The Ford Foundation, Rockefeller Foundation and Church World Services have transferred their headquarters to the regions nearer the partners. The situation has meant additional effort for NGOs competing for the meager funds to emerge as leaders in best practice of governance, accountability, efficiency, effectiveness, timeliness and sustainability (*www.ngobureau.co.ke, 22.11.2011).*

Through devolution, the Government of Kenya has transferred resources nearer to the communities through devolving funds like the Constituency Development Fund (CDF), Local Authority Transfer Fund (LATF), Free Primary Education Fund (FPE) and Youth Enterprise Fund. This has enhanced approaches for implementation of projects for NGOs with structures at the grass root level (Wambui, 2006). It is important due to the fact that currently there is a shift in planning which gives priority to a devolved framework for funding development projects (Chan & Ejohwomu, 2018).

Sustainability requires prudent management of resources which involves project strategic planning. However, it is noted that Project Strategic Planning process per se is not effective unless the implementation is well executed (Karla *et al*. 2021). Although NGOs develop grand Project Strategic Plans, implementation continues to be a mirage.

1.1.5 Grassroot Support NGOs in Eastern and Central Kenya

The Eastern and Central regions of Kenya are partly made up several counties including Embu, Tharaka Nithi, part of Kitui and part of Kirinyaga counties. It was part of the area previously known as Eastern Province before the new dispensation of devolved governments took place. A number of Grassroot Support Non-Governmental Organisations have been working in Eastern and Central Kenya to enhance livelihoods and to alleviate extreme poverty.

Agriculture, Nutrition, Health, Education and Women Empowerment are the hardest hit areas while other sectors that need enhancement are Infrastructure, Environmental Management, Water Resource Management, job creation and generally empowerment of youth and men. The major type of NGO found in Eastern and part of Central Kenya is the Grassroot Support Organisation which provides service allied support to local groups of disadvantaged rural or urban households and individuals (Martinez, 2008).

In its capacity as an intermediary institution, a GSNGO initiates links between beneficiaries and the levels of government which are often inaccessible, donor and financial institutions. It may also provide services indirectly to other organizations that support the poor or perform coordinating or networking functions.

Martinez (2008) defines GSNGOs as development NGOs providing services and resources that enhance the capacity of impoverished communities and their organizations to build sustainable alternatives to their challenging life conditions. This study worked with the Grassroot Support NGOs providing services through projects in Education, Nutrition, Health, Agriculture and Micro-finance.

1.2 Statement of the Problem

Despite the much research conducted on success factors of projects, the rate of project failure globally is 70% and 42% of companies do not understand the need or importance of project management (TeamStage, 2022). Africa and the developing countries like Kenya have also been affected by project failure with several causes, effects and consequences. According to the Kenya Economic Update (2021), a World Bank report series, their survey showed that the failure rate of projects in African countries was over 50% by the year 2015.

The causes of the current rampant project failure which have been subjected to various researches are many and varied. These issues affect the implementation of projects in one way or another (Berssaneti & Carvalho, 2015). The causes of project failure were found to result in loss of revenue to the state and non-governmental organizations, loss of revenue by citizens, substandard outcomes of the projects and low empowerment to the communities. The resultant consequences were slow

economic growth, underdevelopment and lack of confidence in the implementing agencies (TeamStage, 2022).

The project management industry is significant and was worth over $6.6 trillion by the end of 2020 (Crawford, 2019). If well manage it can make a great impact on the world economy. In relation to this, the need for further research on implementation of projects is evidenced by NGOs taking measures to improve project implementation in their organisations after realizing that there were challenges in implementing projects. For example, in its 5th Corporate Plan, the National Council of Churches of Kenya noted that implementation of projects was ineffective, and created a Project Strategic Planning, Monitoring and Evaluation Department to ensure effective planning and implementation of the plans.

In a similar move, in 2014 the Young Women's Christian Association of Kenya (YWCA) created Oversight Teams to monitor implementation of its Project Strategic Plans after realizing a huge carry-over of plans, implying challenges in implementation. Poor implementation of projects has a negative bearing on effectiveness, efficiency and sustainability of the NGOs, indicating that there is a knowledge and skill gap. It is against this background that this study sought to establish the effect of team leadership, project management training, project communication, organizational culture and organizational resources, which are some of the determinants of project implementation.

1.3. General Objective

The general objective of the study was to examine the effects of determinants of project implementation by grassroot support non-governmental organizations in Kenya.

1.3.1 Specific Objectives

The specific objectives of this study:

1. To establish the effect of Team Leadership on project implementation by Grassroot Support NGOs in Kenya.

2. To determine the effect of Project Management Training on project implementation by Grassroot Support NGOs in Kenya.

3. To investigate the effect of Project Communication on project implementation by Grassroot Support NGOs in Kenya.

4. To determine the effect of Organizational Culture on project implementation by Grassroot Support NGOs in Kenya.

5. To establish the effect of Organizational Resources on project implementation by Grassroots Support NGOs in Kenya.

1.4 Research Questions

1. Does Team Leadership have a positive significant effect on project implementation by Grassroot Support NGOs in Kenya?

2. Does Project Management Training have a positive significant effect on project implementation by Grassroot Support NGOs in Kenya?

3. Does Project Communication have a positive significant effect on project implementation by Grassroot Support NGOs in Kenya?

4. Does Organizational Culture have a positive significant effect on project implementation by Grassroot Support NGOs in Kenya?

5. Do Organizational Resources have a positive significant effect on project implementation by Grassroot Support NGOs in Kenya?

1.5 Research Hypotheses

Ho1: Team Leadership has no significant effect on project implementation by Grassroot Support NGOs in Kenya.

Ha1: Team Leadership has a significant effect on project implementation by Grassroot Support NGOs in Kenya.

Ho2: Project Management Training has no significant effect on project implementation by Grassroot Support in NGOs in Kenya.

Ha2: Project Management Training has a significant effect on project implementation by Grassroot Support in NGOs in Kenya.

Ho3: Project Communication has no significant effect on project implementation by Grassroot Support NGOs in Kenya.

Ha3: Project Communication has a significant effect on project implementation by Grassroot Support NGOs in Kenya.

Ho4: Organizational Culture has no significant effect on project implementation by Grassroot Support NGOs in Kenya.

Ha4: Organizational Culture has a significant effect on project implementation by Grassroot Support NGOs in Kenya.

Ho5: Organizational Resources have no significant effect on project implementation by Grassroot Support NGOs in Kenya.

Ha5: Organizational Resources have a significant effect on project implementation by Grassroot Support NGOs in Kenya.

1.6 Significance of the Study

The findings of this study would be of importance to stakeholders of GSNGOs in Kenya as they evaluate the performance and implementation of their projects. Implementation of projects remains a challenge worldwide in organisations in different industries which have adopted the Project Management approach. All the same, the approach is popular due to its effectiveness in achieving the expected deliverables and its efficiency in utilization of scarce resources.

The study, therefore, would contribute to the Project Management body of knowledge, especially in closing the knowledge gap in the reasons why over 70% of all projects fail (Billows, 2015). This study would also be of significant interest to stakeholders of GSNGOs in Kenya as it would advance the development agenda of effective project implementation processes. Effective processes would help them to survive in this competitive area of development and succeed in the long term, enabling them to attract donor support and meet stakeholder expectations.

Scholars in the field of Project Management would also find this study significant as they may see it as a good basis for further research in Kenya and beyond. Other stakeholders who would find this study of great importance are donors, governments, partners and other stakeholders seeking accountability and efficient ways of cooperating and partnering with NGOs in Kenya. Since well managed and successful GSNGOs translate to successful projects and in return greater development for the people of Kenya, this study would be of great interest to leaders, activists and politicians, in and outside the development field and at all levels, as well as the citizens of Kenya.

This is because they are interested in monitoring the national development process, especially through government funded projects, and its impact on the lives of the citizens. The study would also be useful to other countries, especially those which are at the same development stage as Kenya.

1.7 Scope of the Study

The project implementation process is very wide and dynamic. It is of critical importance that an organization's daily activities and work efforts directly relate to accomplishing the project plans. This study sought to determine the effect of the five independent variables of the study on project implementation in GSNGOs in parts of Eastern and Central Regions of Kenya, with a view to examining GSNGOs in different sectors. This is because there is a considerable number of GSNGOs based in those particular parts of Eastern and Central Regions; Embu, Tharaka, Kitui and Mwea in Kirinyaga, and yet there isn't much evidence of development and majority of the people in the county are faced by very many problems. Of particular interest is the low level of education compounded by poverty and diseases.

The process of project management is broad and as such many factors affecting implementation are studied. However, the study concentrated on five determinants: Team Leadership, Project Management Training, Project Communication, Organizational Culture and Organizational Resources. This is because these five factors are key to implementation and recur in factors identified as causes of project failure in almost all the studies on project failure and yet projects are still failing at a very high rate.

1.8 Limitations of the Study

Determinants of Project implementation may not be exhaustively addressed by this study. The study recommended other studies to be carried out on other determinants. During collection of data in the field, the researcher was faced by the challenge of respondents demanding to be paid for their time and others feeling that answering the questions was too much work.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines both the theoretical and empirical (past studies) frameworks related to implementation of Projects. It amplifies the Conceptual Framework and scrutinizes the Independent Variables in relation to the Dependent Variable.

2.2 Theoretical Framework

A theory is a set of concepts, definitions, and propositions which are interrelated and they present a systematic perception of phenomena (Taylor, 2014). They specify associations among variables with the purpose of predicting and explaining the Phenomena. This study is based on Bolman and Deal's Four-Frame Leadership Model, Goal Setting Theory, Communication Theory, Organizational Culture Theory and Resource Dependency Theory.

By revisiting other views pertaining to the manner in which people are supposed to implement projects is an important aspect in terms of setting the ground of this study. In relation to this, this section examined relevant theories to the study variables. It sought to highlight how the following theories relate to the determinants discussed in this study and how they form the base of project implementation in an organization.

2.2.1 Bolman and Deal's Four-Frame Leadership Model

Bolman and Deal (1991) submit that leaders should look at and approach organizational issues from four perspectives, which they called 'Frames'. In their opinion, if a leader works with only one habitual Frame (frame of reference), the leader risks being ineffective. The Four Frames outlined by Bolman and Deal are Structural, Human Resource, Political and Symbolic (Figure 2.1).

Table 2.1: Bolman and Deal's Four Frames

Four Frames	Descriptions and Differences
Structural	This Frame focuses on the obvious 'how' of change. It's mainly a task-orientated Frame. It concentrates on strategy; setting measurable goals; clarifying tasks, responsibilities and reporting lines; agreeing metrics and deadlines; and creating systems and procedures.
Human Resource	The HR Frame places more emphasis on people's needs. It chiefly focuses on giving employees the power and opportunity to perform their jobs well, while at the same time, addressing their needs for human contact, personal growth, and job satisfaction.
Political	The Political Frame addresses the problem of individuals and interest groups having sometimes conflicting (often hidden) agendas, especially at times when budgets are limited and the organization has to make difficult choices. In this Frame you will see coalition-building, conflict resolution work, and power-base building to support the leader's initiatives.
Symbolic	The Symbolic Frame addresses people's needs for a sense of purpose and meaning in their work. It focuses on inspiring people by making the organization's direction feel significant and distinctive. It includes creating a motivating vision, and recognising superb performance through company celebrations.

Source: *Reframing Organizations: Artistry, Choice and Leadership,* (Bolman & Deal, 1991)

Bolman and Deal recommend that a leader should see the organization's challenges through the four Frames or 'lenses', to gain an overall view and to decide which Frame or Frames to use. The leader may use one Frame (implying a behavioural approach)

for a time, and then switch to another. Alternatively, the leader might combine and use a number of Frames or all four at the same time.

A key aspect of Bolman and Deal's model seeks to avoid the temptation for leaders to becoming used to viewing and acting on conditions through one lens or Frame alone. Bolman and Deal (1992) assert that because no Frame works well in every circumstance, then a leader who sticks with one Frame is bound to eventually act inappropriately and ineffectively. Instead, it is the leader's responsibility to use the appropriate Frame of reference, and thereby, behaviour for each challenge.

Central to this methodology is asking the right questions and diagnosing the vital issues. For example: Where a leader ascertains that the biggest problem in a group is lack of motivation and commitment, the leader should probably adopt a Symbolic and/or Human Resource (Frame) approach. If the main group challenge is confusion around priorities and responsibilities, then the leader will probably be more successful adopting Structural and Political (Frames) orientation. If the group is experiencing uncertainty and anxiety about direction, then Symbolic and Political (Frames) leadership behaviours are more likely to produce effective results.

The leader should use a multi-Frame perspective before choosing how to act (Bolman & Deal, 1992). Organizations tend to use the Structural Frame but pay less attention to the other three Frames. According to the Four-Frame theory, this is due to lack of awareness of the need for multi-Frame thinking and behaviour or behavioural rigidity due to unconscious limiting beliefs.

The theory is relevant to the study because it enhances the understanding of how project team leaders can broaden their outlook and approach to organizational issues to avoid habitual approaches to diverse issues and therefore becoming ineffective. Different project issues require varied approaches for them to be treated effectively. In line with the assertion of this theory, team leadership affects project implementation because leadership should be capable of effectively guiding and giving direction to the team no matter what the issue would. By using the recommended frames the leader is able to sort out the different situations which may arise during the project implementation process.

2.2.2 Goal-Setting theory

In 1960's, Edwin Locke put forward the Goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. This training theory suggests that goal setting directly affects performance. From his decade's worth of laboratory drives and field study experiences, he also found out that 90% of employees tend to put in more time and passion for learning if specific and more challenging goals drive them. This is because they feel a higher sense of accomplishment and self-satisfaction if they work harder to achieve these goals, than those that are generally easy and ambiguous.

There are several ways to apply this training theory to the organisation's training program. First and foremost, the leadership and human resource management have to set and purpose to accomplish goals using the SMART model—Specific, Measurable, Aggressive, Realistic and Time-bound goals. This model is adopted to give the team a sense of direction and push them to perform better and achieve higher learning results. The goals are then broken down into smaller goals so that they do not sound overwhelming and highly complex. Regular performance review is performed to track the progress towards the greater goal. The leadership and human resource management need to make sure to also include change management training courses as part of the training program. This will help the team successfully manage changes to the organisation.

Lastly, there is need to make sure that all these goals are fully understood by the employees. Before implementing the training program, it is important to schedule a meeting with the team and go over the goals set for them and the knowledge and skills the organisation wants them to gain. It is also recommended that the employees' thoughts and insights are taken into consideration to secure their commitment to the training initiative. In line with the assertion of this theory, project management training has an effect on project implementation because it provides knowledge, skills and motivation, persuading and even showing the team how high productivity can be attained. The theory is also relevant to this study because it emphasizes the fact that project management and implementation are always based on specific goals which need to be

achieved.

2.2.3 Communications Theory

This model has been the most popular communication theory over the years despite the weakness of the original model not having the feedback element. Later improvement included 'noise', representing interferences to the process of communication.

There are seven main elements of communication according to the Shannon and Weaver communication theory (Broom & Mary, 2012). The first one is the source, which Shannon calls the information source. It produces a message or sequence of messages meant to be communicated to the receiving terminal. The second element is the sender or transmitter. It operates on the message to give out a signal suitable for transmission through the channel (Cappa et al., 2020).

Third element is the channel which is the medium used to send the signal from the transmitter to receiver. The fourth element is the receiver. It operates the reverse action of that done by the transmitter by reconstructing the message from the signal. The fifth element is the destination. This can be a person or thing intended to receive the message. The sixth element is the message from the receiver that confirms receipt. It implies that communication has taken place. The seventh element for effective communication is feedback. It is the actualization of what has been communicated (Shockley & Palama, 2015).

Communication reemphasizes the importance of a joint team effort in project implementation. The project team is constantly updated on the stage of the plan in which the project resides as well as the degree of strategic and tactical activities necessary to successfully sequence the project from its current stage to the next phase in its life cycle (Humu, 2020). Communication helps the project manager keep track of the various activities performed by his or her project team, making it easier to verify that strategic vision is not lost in the later phases of tactical operationalization (Hummel & Maedche, 2019). He further noted that communication is only possible when the language used between the sender and the receiver is common.

Marianne *et al.* (2017) explain Communication Theory as a 'Field' which expanded the conversation regarding disciplinary identity in the field of communication. Theory

of communication proposes a vision for communication that engages in dialogue on the practice of communication. In this deliberative process theorists would engage in dialogue about the practical implications of communication theories. Leonarda and Susana (2009) explain communication theory as an outline on how each one of the elements of communication processes would engage the others in dialogue.

The theory is relevant to the study because it enhances the understanding of how project team members are kept aware of project goals and how this makes greater the likelihood of their taking active part in the monitoring and troubleshooting of the project and, consequently, increasing the quality of activities for project implementation. This would translate to an effective utilization of resources, hence effective implementation of projects. In line with the assertion of this theory, project communication has an effect on project implementation because it is through communication that conversations are held on what needs to be done and what outcomes are expected. If one stage of the communication process is left out then problems will arise and interfere with implementation.

2.2.4 Organizational Culture Theory

To enhance the results of the study the Organizational Culture Theory was used. Two distinct disciplines, anthropology and sociology, give rise to various concepts of culture (Dodek et al., 2016). These concepts have been applied to organizational studies since the early 1980s. Anthropology views culture as an analogy for organizations explaining organizations as cultures. In contrast, sociology takes a more functional angle and explains culture as a value possessed by an organization (Lee & Liu, 2012). Although there are differing statements of the meaning of organizational culture, there are indications of a general consensus.

The Edgar Schein (2010) organizational culture framework is widely used. It embraces a functionalist outlook and describes culture as a set of basic assumptions developed by a particular group in the process of learning to deal with difficulties, internal integration and external adaptation. Culture therefore is useful when taught to new members as the healthy way to see, think and feel in connection to issues in the organization. In Schein's (1988) model culture occurs on three different levels.

The first one is the Artifacts level and Artifacts are difficult to measure. The second level is the Values level. Values deal with the adopted goals, ideals, moral principles and standards. This level is usually measured through survey questionnaires. The third level is the Underlying assumptions and it deals with unexplained occurrences after the survey questionnaires about the values of the organizational culture are administered internally (Demirkesen & Ozorhon, 2017).

The theory indicates that organizational cultures vary from one organization to the other, but common properties can be found. It also indicates that theories exist that describe different cultures. The behavior of organizations is affected by national as well as regional cultural groupings. Meanwhile, Oliva, (2019) based his emphasis on his belief that values that are reinforced within organizations distinguish cultures. According to Dodek *et al.* (2016) the single most important factor explaining success or failure of organizations is culture.

Studies suggest that efficiency outcomes are associated directly or indirectly with organizational culture. Different types of cultures have different weights in relation to the implementation process (Dauber *et al*. 2012). Today's organizations are more likely to behave organically in order to react to unpredictable occurrences quickly. This shows that flexibility is important in the organization's achievement, but points out that stability still remains paramount.

This theory is relevant to the study as it enhances understanding of the illustrated outcome; the multi-dimensional nature of culture, making smart project managers aware of the reality that they should account for all aspects of culture elegantly so that they apply its productive functions. In line with the assertion of this theory, culture affects project implementation because the values adopted by the project team determine translate to how they work and their productivity. Delivering quality is the responsibility of the leadership who passes it down the line.

2.2.5 Resource Dependency Theory

Research refers to the Resource Dependency Theory which studies how organizations' external resources affect the behavior of organizations (Drees & Heugens, 2013). Its basis is the opinion that environments are the source of organizational resources which are usually not adequate and that organisations depend

on these finite resources for survival. Organizations must develop ways to exploit these resources in a sustainable manner, without forgetting that the same resources are depended upon by competing organizations in that same environment. It also argues that power in organizations is based on resources i.e. organization A's power over organization B is equivalent to organization B's dependence on organization A's resources (Bunyasi et al, (2014).

According to resource dependence theory, an organization is subject to external control when it depends on its external environment for a large proportion of a critical resource, such as funding (Reiss, 2012). Since GSNGOs depend on funding for their resources, they need to enact strategies that would allow them to acquire these resources. Therefore, the external environment has already been determined for them and they experience little strategic choice (Martinez, 2008).

This affects effective implementation as the donor decides what is to be implemented and how. Strategy requires managers both to look forward and sees change as flexible. When resource sellers are strategic, they have an incentive to distort these policies to their own advantage, potentially leading to an increased dependence on the resource (Atieno, 2014). Boards also change in response to new environmental demands.

This theory is relevant to the study because it enhances understanding of how project implementation depends on resources and how resource providers can manipulate the GSNGOs policies for their own interests; the external environment is already determined. Therefore, if GSNGOs want to be in charge of their policies and projects, they must reduce dependency on donors (Memba *et al.* 2012). In line with the assertion of this theory, resource dependency has an effect on project implementation because it directly has the power to determine whether the project will be implemented effectively or not. If resources are adequate then it is easy for the team to implement the project and realize the expected outcome.

2.3 Conceptual Framework

Conceptual framework has been defined by Mugenda and Mugenda (2006) as a model derived from reasoning, identifying the ideas under the study and their relationships. It's a diagrammatic presentation showing the effects of independent variables on the dependent variables. It aims at explaining relationship between variables and it synthesizes the idea in a systematic way to provide direction. According to Eichhorn, (2014), a variable is a concept which can take on qualities of quantitative values.

A dependent variable is measured in an experiment and it is what is affected during the experiment. An independent variable is a variable presumed to affect or determine a dependent variable. When clearly articulated, a conceptual framework has potential usefulness as a tool to improve research and to assist a study to bring out the meaning of the findings (Eichhorn, 2014). Such a framework is intended as a beginning for reflection about the research and its context since it is a research tool intended to assist a study to develop awareness and understanding of the situation under investigation and to communicate the outcomes. As is normal with social investigations, the framework itself forms part of the items to be scrutinized and tested, reviewed and reformed (Kerzner, 2017).

In this study, there was no Intervening or Moderating Variable because the study sought to establish the direct effect of the independent variables on the dependent variable. The researcher's intention was to carefully analyze and interpret the value of each variable to make sense of how the variables related to each other and to the dependent variable without the effect of a Mediator. Intervening variables are most times not measurable and do not change the statistical form of your model.

The conceptual framework of this study is based on five independent variables and one dependent variable (Figure 2.1). The study will use the conceptual framework in order to answer the research questions. According to the study, project implementation by GSNGOs in Kenya is conceptualized as being dependent on five factors of Project Management, namely: Team Leadership, Project Management Training, Project Communication, Organizational Culture and Organizational Resources, which influence the dependent variable, implementation of projects in GSNGOs in Kenya.

| Team Leadership |
| -Styles |
| -Accessibility |
| -Accountability |

| Project Management Training |
| -Quality of Employees |
| -Training Programme |
| -Continuing Education |

| Project Communication |
| -Styles |
| -Clarity |
| -Regularity |

| Organizational Culture |
| -Internal integration |
| -External adaptation |
| -Opportunities |

| Organizational Resources |
| -Adequacy |
| -Quality |
| -Accountability |

Project Implementation by Grassroot Support NGOs in Kenya

-Delivery within Time \ schedule

-Delivery within Budget

-Delivery within Scope

-Delivery within Specified quality

Independent Variables   **Dependent   Variable**

Figure 2.1: Conceptual Framework

2.3.1 Team Leadership

In this study, Team Leadership was measured using leadership styles, accessibility of team leadership and accountability of the team leadership as shown in the diagram above. Significantly, leadership styles measured whether leaders embraced deferent leadership styles to suit the various situations within the project environment and therefore enabling effective project implementation (Clark, 2020). Accessibility of the leadership to the employees measured the extent to which employees were able to access the team leadership when they needed to discuss or even clarify certain points concerned with the implementation process in order to act from an informed position which would consequently ensure successful implementation. To determine the extent to which the participants felt that the leadership took personal responsibility for themselves and their actions, accountability was used. This is important because it determines if the team will also take personal responsibility for the effective implementation of the project (Edmondson, 2019).

2.3.2 Project Management Training

Project Management Training was measured using Training Programme, Continuing Education and Quality of Employees as shown in the diagram above. The training programme measured whether the organizations took seriously the training of the employees and whether they felt that training was important for effective implementation of their projects

(Biro, 2018). The study also used Continuing Education to measure if the organisations found it important to facilitate their employees to attain further education in the area of project management and to hold regular trainings in order to update their employees on new information, trends and methods which improved project implementation in their organisations (Dermond, 2019). The variable was also measured through Quality of Employees which was used to determine if the leadership took it upon themselves to find out to what extent the employees understood the project plans, the objectives, the implementation process and quality standards as they got employed and even later as they continue working.

2.3.3 Project Communication

In this study, Project Communication was measured using Communication Styles,

Clarity of communication and Regularity of communication as shown in the diagram above. Communication styles measured whether leaders embraced deferent Communication styles to suit the various situations within the project environment

and to make sure that all project team members received and understood the communication to achieve effective project implementation (Bandulahewa, 2015). Of great importance, clarity of communication was used to measure if the project objectives were clearly communicated to make sure the project members knew what they were working towards or what they were supposed to achieve. Regularity of communication measured whether the project leadership found it important to communicate on a regular basis to make sure that all employees were on track at all times and to prevent mistakes occurring in the process of implementation (Muszynska, 2015).

2.3.4 Organizational Culture

The variable was measured using internal integration, external adaptation and opportunities. Internal integration measured whether the project leadership prioritized teamwork, achievement of project objectives, conducive work environment and accountability within their organizations as important factors for teams to be able to implement projects effectively (Wang *et al.*, 2015). External adaptation measured the extent to which leadership ensured corporate responsibility, response to client needs, communication of mission and respect for community culture were carried out by their organizations.

Opportunities measured the extent to which the working environment gave the employees the chance to work in the current organizations, whether employees were subjected to disciplinary measure when necessary, whether employees were rewarded for excellence and if the organization engaged or partnered with different stakeholders, all of which are crucial to ensure successful implementation of projects (Zwikael, 2005).

2.3.5 Organizational Resources

The variable was measured using Adequacy of resources, Quality of resources and Accountability for resources. Adequacy of resources measured the extent to which resources were, that is, if funding was enough to implement the projects successfully (Ombaka *et al.* 2015). This referred to both human and financial resources. Quality of resources measured the degree of suitability and qualification of human resources and material resources required for effective project implementation (Kariuki & Kilika, 2016). Accountability for resources measured the extent to which the human

resources took responsibility for the way they utilized the finances and materials in the organization in the process of implementing the projects.

2.3.6 Project Implementation

The dependent variable was project implementation and was operationalized using international standards of achieving successful project implementation. As such, successful projects are delivered within the scheduled time, budget, scope and specifications or quality. The researcher used time / schedule to determine whether the organisations finish their projects within the set time (Ali & Kiarie, 2017). This is important because it has an effect on the resources: if the project goes beyond the set time it needs more resources to be implemented up to the end.

Budget was used to measure the extent to which projects used the planned financial resources to be fully implemented (Muthaura & Omwenga, 2017). To determine if projects were implemented without exceeding the boundaries of the project being implemented, scope was used. Finally, specifications or quality was used to measure the extent to which the implemented projects were accepted by the sponsoring bodies or by the organizations' quality assurance offices because they met the agreed   specifications.

2.4 Empirical Review

This section dealt with past studies/ secondary literature related to the constructs under investigation in this study. It linked the past studies with a view to opening up to the current gaps and issues that needed to be addressed. The section examined how each independent variable relates with project implementation, review of project implementation, critique of the existing literature, summary and research gap.

2.4.1 Team Leadership

Leadership is the epoxy that holds a team together and guides it towards the achievement of its set goals. The epitome of leadership is therefore not measured on how the individual leader achieves, but on the extent that they impact others towards self-development (Page et al., 2019). Leaders are, therefore, change-makers, leading through example and influence. From the early days it was accepted that the management of projects and temporary systems had its own distinctive problems and characteristics.

Even project literature at that time gave the impression of team leadership diverging from a task-oriented view point. Leadership was usually seen as a human phenomenon that was needed in order to help the project team deliver according the project plan (Nixon *et al*., 2012). A lot of research has been carried out on advantageous implementation of initiatives in the developed countries and others in the developing nations. A review conducted by PMI (2021) on the importance of leadership in project implementation concluded that the leadership approach adopted and competence are key to achievement of goals.

They recommended that more research was needed to identify the ideal mix of styles and approaches of leadership for the different and unique needs for leadership. Pollack *et al.* (2017) also conducted a study on the role played by shared or balanced project leadership in the success of projects. They concluded that leadership is more effective when it's shared among the project team and not when it comes from a central position. They noted that studies on shared or balanced leadership were very few.

The goal of all leadership styles in project implementation is to transform and lead the project to success. Leadership utilizes emotional intelligence to motivate team members in a project and create a psychologically safe environment which encourages better performances during project implementation. Leadership is important for inspiration, guidance, and defining the objectives of every project. The aim of this research is to evaluate the effects of leadership style on project implementation.

Renzi (2020) in his study through content analysis qualitative research design utilizing secondary sources, stated that there emerges a trait that defines good leadership and how it can be leveraged for proper outcomes in project implementation and management. The study concludes that project implementation includes the engagement of teams under one or multiple leaderships. Leaders have the responsibility of engaging with human resources more than any other resource in the organization. All the phases of project implementation are vital and must be managed with dexterity and exemplary leadership performance.

Kiioh (2015) examined the influence of leadership on performance of Information Technology projects at Fintech Kenya. The study employed a descriptive survey design and adopted a combination of both quantitative and qualitative methods. The study found that there was a significant relationship between project management leadership aspects and performance of IT projects; project management leadership style had the greatest influence on performance of IT projects.

Team leadership is important for effective carrying out, with reasonable success, of temporary tasks, which cannot be carried out through permanent organizational arrangements. This shows that team leadership is majorly a task-oriented occurrence and requires a temporary change of relations to allow the execution of the project plan efficiently (Lu *et al*., 2022). In the same instance, the projects and the teams belong to a permanent organizational environment which has to be managed intelligently. As a result, the early project leadership literature focused on leadership as the tasks of project-internal team management by specialists and project-external management of other stakeholders carried out at the same time in the matrix organizations structure (Amukobole, 2012).

Kariuki (2014) did a study on the influence of leadership skills on the success of IT projects within the banking sector. Descriptive research design was used .and the sample size was 50 banks. The study concluded that project manager leading characteristics influence the success of the project positively, and it can be acquired through never-ending training and learning.

There are seven leadership skills that a good project manager possesses; communication skills, problem solving and decision-making skills, team building

skills, conflict resolution skills, planning and goal setting skills, sense of responsibility and time management skills.

Ngiri (2012) examined the role of leadership skills on the Performance of Rural Development Community-Based Projects in Murang'a South District in Murang'a County. The study employed descriptive research. Stratified sampling of district development officer (DDO) and projects committee members was done. Data was collected using a semi structured questionnaire, which was administered using drop and pick later method. Data was analyzed using descriptive statistics such as percentages and frequencies. The results indicated that project performance is significantly related with leadership skills used by the project managers, monitoring and evaluation, with stakeholders' participation, with planning and with resources adequacy.

Dzirikure (2013) did a study on the key determinants of performance of HIV and AIDS projects in Machakos district. The study identified several determinants of performance among which are: availability of adequate resources; quality of planning; creativity of project teams; timeliness in implementation; quality of leadership and management; the qualities of the project leader /manager; the social, political, economic environment in which the project is implemented; theoretical/paradigmatic relevance of project designs and implementation methodologies; the quality of monitoring and evaluation.

Huwein (2013) investigated the impact of Project Manager's Soft leadership skills on project success, a case of Sinov Construcion Company. The purpose of the study was to identify and assess the impact of project managers' communication, interpersonal, coordination, team building and delegation, problem finding, analyzing, solving skills on project success while concurrently assessing the impact of team work as moderating variable on association between project mangers' soft leadership skills and project success.

The study gathered views of 178 individual associated with organizations related to projects. Non-probability convenience sampling technique was used for drawing samples from population. Descriptive statistics, correlation and regression analysis was used to analyze the data. This study indicates that a statistically significant

positive relationship exists between each of identified soft leadership skills and project performance.

Kiundu (2012) did a study on the factors that influence the performance of church based projects in Kenya, a case study of selected churches in Mvita constituency, Mombasa County, Kenya. Descriptive statistics was used to analyze data using mean, frequencies, standard deviation and percentage and the findings presented using tables. The research findings show that church leadership experience and professionalism influence performance of church-based projects. Similarly, availability and utilization of resources influence performance of church-based projects to a great proportion.

2.4.2 Project Management Training

The modern competitive environment demands that organizations have educated and skilled workers who can do expected tasks and implement projects with less time and money but meeting the expected quality and because of this, it is difficult to find organizations which totally ignore the practice of successful project management mentoring and project team training (Sarafan *et al*. 2022).

Directing and coordinating human and material resources throughout the project life-cycle to realize established goals within the scope, expected quality, time and budget, while meeting expectations of the stakeholders in an organization can be achieved through practicing project management mentoring and training (Wong, 2013). Excellence in planning and implementing projects will be achieved if the organization owns training personnel that has earned project management certifications and accomplished project management certificate programs (Ngirigacha & Bwisa, 2013).

Aidah (2015) studied the effects of training and experience on employee performance in telecommunication industry in Uganda. The specific objectives were to determine the training programs in the industry, methods applied, and the length of service of the employees and their effects on performance. A qualitative research approach was adopted and data was collected using a questionnaire comprising of 18 questions distributed to respondents. Based on this sample the results obtained indicated that training and experience have a clear effect on the performance of employees.

Isaboke (2015) conducted a study on the Influence of Water Resource Users' Association leadership experience on water resources management: a case of Mount Kenya region. The study established that the WRUA leadership is comprised of 72.3% men and 27.7% female, 90% of the WRUA leadership is above 40 years of age, 86.1% of the WRUA leadership had the necessary level of school education, training and the necessary experience for water resources management. The study concluded that training and experience had a positive effect on the management of WRUA project.

Kyongo (2013) conducted a study on the factors that influence the effective performance of community-based projects in Kenya, A case of Thika District. The objectives were to establish the effect of funding, community participation, Leadership training and experience on the performance of community- based projects. The study established that all the factors influenced the project performance in CBOs in one way' or another. Community participation was selected by the majority of respondents to be the most influential because majority of the members did not participate in the most important activities which affected project performance.

Funding was selected the second by most of the respondents as in the burden of sourcing funds was left to the members only with very little support from the government and other sponsors. Leadership training and experience had the least influence. With their effects being indirect they were chosen to be less influential though they played a major role in the performance of CBO projects.

Lagat *et al*. (2015) analysed elements that resulted in failure of projects in Kenya and established that one of the factors was inadequate training and experience which lead to poor design, poor methods, underestimation of project duration and poor cost estimation, factors that caused failure of most projects. He noted that many project managers were not formally trained and depended on experience gained on the ground and that project management training has not been adequately integrated into project management practice.

Project staff training is a combination of measures to educate project team members. The three main stages for developing skills and abilities of project staff are tutoring, coaching and mentoring which usually take place in that order (Khilji *et al*.2017).

Ordinarily, tutoring in projects refers to educating project staff through teaching them and improving their skills and knowledge (Ayiro, 2012).

Project management tutoring makes project staff more educated by teaching them the basics of project planning and management. This is usually the first stage of the project staff training process and is intended to create the basic knowledge about projects and the basic processes, techniques and tools of project management. It often includes knowledge and practice on organization of project management classes, seminars and meetings to educate project staff (Jalili, 2019).

Coaching is the second stage of the project staff training process and is a method of project management training focused on developing competency and skills of project staff through providing team members with professional advice and help. This project management training method implies implementing a set of tools to enable setting of goals and tracking of results, both of which raise the standards to ensure success of implemented projects (Jacobson & Soderholm, 2020). A project management coach regularly reviews and updates the goals and then assigns project management classes and seminars in order to educate team members and move them towards achieving desired results (Barker & Cole, 2012).

Staff mentoring, being the third stage of project staff training is a set of interactions between the mentor and the team. The mentor aims at unlocking the requirements to developing the team by generating innovative solutions and finding new ways to produce successful projects. This stage gives the most effective education tools to organize project planning and management and the fundamental benefits from carrying out PM mentoring and education guides are many (Flyvberg *et al*., 2019).

2.4.3 Project Communication

Sarver and Miller (2014) also assert that managers must utilize communication, consultations, and consideration of personal opinions of team members before decision making. Nurturing transparency and creating an aura of trust in a project is the first step in having a cohesive team where psychological safety thrives, and everyone is free to share their opinions. The collective consultations and consideration of personal opinions are important in project implementation because different team

members have varied perspectives gathered from varied experiences, which in collection form an important source of information from which other officers and also the managers can learn.

All phases of project implementation are dynamic, and a set of standards of leadership cannot effectively address the various scenarios (Singh *et al*., 2013). It is, therefore, important that managers encourage their team members to share experiences, adapt to self-discipline, set a clear boundary between personal biases and execution of duties, and make decisions based on logic and respect for the law.

According to Edmondson *et al.* (2016), project implementation thrives where there is a harmonious integration between the leadership style and the objectives of the project. In this environment, psychological safety thrives, and the freedom that this brings enables the team members to employ their talents without fear of retribution, which drives different phases of the project to different rates of success. Psychological safety is the extent to which people perceive their environment as a conducive place to exercise risky interpersonal behaviors such as seeking help, speaking for or against something, and find new methods of learning.

Hay Group (2020), an international administration consultancy, conducted a study and found that positive communication by leadership in three integral areas was key to gaining organizational trust and confidence. It helps employees to apprehend the company's typical commercial enterprise strategy, and how they make a contribution to reaching key enterprise objectives. It also helps in sharing data with personnel on both how the employer is doing and how an employee's own division is doing, compared to strategic business objectives (Hay Group, 2020).

2.4.4 Organizational Resources

Through proper training and development of human resources the process of sourcing for other resources becomes achievable and they can be closely monitored to gain strategic goals (Dress & Heugens, 2013). The need to apprehend shortage of assets and the goal to increase both the present and expected new resources is critical in compelling leaders and managers to inspire the business enterprise in the direction of positive strategic plan implementation.

In Kenya, GSNGOs have been involved in workshops and education programmes but are commonly accused of not exercising keenness when imposing strategies and pooling resources in cases of proximity and common activities in a given area (Mwazumbo *et al*., 2016).

In his research, Ng'ang'a (2017) observed that this trend has led to wastage of useful resources in corporations especially where long term plans are involved. The study highlights two fundamental assets in GSNGOs; human resources and finances. None of the two variables is more vital than the other.

However, the human resources and economic resources are continually ranked greater than the others. If employees are presented with high job security through motivation, empowerment, cutting-edge and reliable working structures and a free work environment to be innovative, they tend to protect enterprise assets and as a result work toward reaching long term goals as located in the strategic plans (Roberts, 2013). The business enterprise with ample resources has the highest likelihood of attaining a greater retention of workers if all different variables are not a hindrance.

 It becomes very clear that for superb implementation of project strategic plans to take place, personnel require to be at their precise work stations for a period of sufficient time for implementation to take place (Philips *et al.,* 2022). Job security, motivation and empowerment effectively work toward retaining personnel over a time which is sufficient for implementation of project strategic plans to take place.

Mwai *et al.* (2018) conducted a study on Influence of Organizational Resources on Organizational Effectiveness. From the study, organizational resources were found to positively and significantly influence the achievement of organizational effectiveness. This research established that fundraising efforts positively influence the efficiency of organizational processes. The distribution of resources leads to positive influence on an organization's ability to meet its organizational strategy and objectives.

Muthoni, and Kavale, (2015) studied factors influencing project strategy implementation of water supply firms in Mombasa, Kenya. The study variables were leadership, organizational culture, organizational resources, and stakeholders. The study used stratified random sampling technique to choose employees from three

departments that were issued with the questionnaire. The study concluded that lack of commitment of top management teams to strategy implementation, poor leadership style and guidance from managers, inadequate human resource skills, limited funds, and interference from stakeholders lead to poor strategy implementation.

A study on resource-dependency perspectives in the implementation of strategic plans in NGOs in Kenya concludes that many NGOs have embraced strategic planning, but the implementation to meet goals and results has remained a challenge. The study concluded that the key challenge, resources, has caused NGOs to give importance to top leadership to provide firms with the comparative advantage to raise funds for projects and for the organization's sustainability (Abok *et al.,* 2013).

The Internet can be used to create awareness and raise resources as it was done for an international operation to veto landmines; in the latter case, the re-search analyzed the efforts, leading to the International Mine Ban Treaty signed in 1999 (Schwenger *et al.,* 2014).

2.4.5 Organizational Culture

Organizational tradition has been described as the primary beliefs commonly discovered and held throughout a group, that govern the group members' perceptions, thoughts, emotions and actions, and that are standard for the whole group (Aten & Howard-Grenville, 2012). It represents a complicated sample of beliefs, expectations, ideas, values, attitudes, and behaviors shared with the aid of the individuals of an organisation that evolve over time. Bukoye & Abdulrahman (2022) refer to Organizational tradition as the set of necessary assumptions that individuals of an organisation share in common. Every agency has its culture.

An organization's lifestyle is comparable to an individual's character – an intangible but ever-present theme that presents meaning, direction, and the basis for action. In an identical way as character influences the behaviour of an individual, the shared assumptions (beliefs and values) among a firm's stakeholders have an impact on opinions and actions inside that firm Aten & Howard-Grenville, 2012). Empirical investigations suggest that the promoting of an innovation enabling environment requires senior leaders' aid and involvement.

Hofstede, (1991), for example, suggests that accepting failure tolerance is an essential capability of promoting an innovation enabling culture. To foster failure tolerance requires that leaders be engaged, show interest in people's work by asking specific questions, give guidance and provide feedback, and are collaborative instead of controlling.

Bounded delegation leadership creates an entrepreneurial employer environment that fosters progressive behavior as a result of providing employees with chances to explore, inspect and experiment, (Crawford, 2019). Individuals of the organization identify opportunities and dangers based on their perceptions of the interior and external organizational environment, integrate reachable resources, and bring in other folks to allow them to undertake creative and revolutionary ventures. This can only take place in an entrepreneurial culture (Nixon *et al.,* 2012). Bounded delegation leaders also foster innovation via growing a sharing way of life that enables interplay and information sharing among humans throughout the organization (Wang & Pitsis, 2020). Also, this interplay and statistics sharing is an essential capacity of allowing organisation members' views and opinions to be heard and for knowledge to be transferred (Soomro *et al.,* 2021). They observe that inside communication is beneficial to organizational innovativeness, while McDermott (1999) emphasizes that it is necessary to strengthen current know-how in communities to facilitate data sharing.

A sharing lifestyle makes interaction, communication, and expertise transfer viable (Adami & Verschoore, 2018), which then supports exploratory behavior and learning. The culture of a corporation is expected to be encouraging and constant with the approach being implemented (Roselle *et al*. 2020). Corporate lifestyle gives personnel a feel of how to behave and act and for this reason influencing personnel to assist modern strategy in order to give its implementation strength. It is part of the management's task to deliver the organization's culture into alignment with approach and hold it there because it is managers who have been tasked with developing strategic plans.

A study by Njugi, & Agusioma, (2014) on the impact of organizational culture on performance in NGOs reported that every organization had a culture which influenced

people's attitudes and behavior at work. Ogbonna & Harris (2010) studied the impact of organizational culture on management practices in UK with the aim of expanding understanding and testing the relationship between the components of organizational culture and performance. Using regression and correlation analysis, the study found out that consistency and adaptability were some of the cultural attributes which significantly influenced management practices.

Awino (2007) studied the impact of selected variables on organizational overall performance using forty-nine big private insurance corporations in Kenya. This was done through a survey utilizing interviews and structured questionnaire. The findings indicated that management and culture had been found to be very fundamental variables in the implementation of projects and hence the performance of firms. Awino concluded that monetary and non-financial overall performances were affected by culture.

2.4.6 Project Implementation

Prior studies described project implementation as the procedure through which different proposed activities in the project application form are executed to attain the objectives of the project (Amadi, 2017). According to Yanwen (2012), implementing a project is to ensure the project completion schedule and budget are followed, as well as the delivery of objectives. Musau and Kirui (2018) highlight the fact that project implementation is executing activities intending to achieve the outputs while monitoring the project cost against the project budget.

The implementation of projects has been more efficient in developed countries while developing countries face more challenges. This is because developing countries often have dissipative and fragmented projects, which tend to be large scale and requiring effective management and strong leadership to attain the objectives. According to Yanwen (2012), developing countries are faced with complex and severe problems when managing and implementing projects. The most fundamental issue concerns the pressing need to ensure timelines are met, budgets are followed, and high quality is achieved. Previous studies utilized various constructs to measure project implementation. For example, Musau and Kirui (2018) used various measures to examine failed project implementation in Africa such as exceeding budgets, poor quality of results, and exceeding the projected timelines.

According to Amadi (2017), successful project implementation is measured by the overall performance of project costs and capacity to meet the project completion schedule while maintaining the expected work quality standards. Yanwen (2012) highlighted the fact that project managers should allocate resources and time proficiently to ensure the project is on track while managing the project costs. Hence, the three measures of cost versus the allocated budget, the project completion schedule, and the expected quality standards of the work were the measures applied in this study. The schedule helps to communicate progress to the stakeholders (Amadi, 2017). Additionally, the project schedule links the specific work elements with the needed resources to accomplish the work.

The final measure of project implementation is the project quality, which ensures the project meets or exceeds the expectations through activities and deliverables. When a project is completed but does not meet agreed specifications and expectations, then it is considered a failed project (Yanwen, 2012). This is because the outcomes are not positive and the stakeholders are not happy with permeates of the project. Hence, quality must be pivotal and central to any project. Overall, the existing research highlights project management as the key to the effective implementation of projects.

When a developmental project is proposed, it is often essential to follow a project cycle to examine the intended project's key significance, what needs to be achieved, the goals, the focus, the needed resources, the required technical know-how, and skills. According to Amadi (2017), this initial brainstorming stage of project design is known as the initiation stage. Amadi (2017) examined the influence of project design and planning on project performance in Kakamega, in Kenya using an extensive literature review. The author sought to highlight the need during the project design stage of involving all the stakeholders in planning, sharing views on the best strategies to run and execute the project.

Mkutano and Sang (2018) sought to analyze how project management influences the performance of projects implemented by NGOs in Nairobi County, Kenya. The sample included 100 NGOs with operations in Nairobi County and questionnaires were used to collect data. The researchers used descriptive statistics, regression analysis, and correlation. The study findings proposed that effective project

management applications such as project design, communication, evaluation, monitoring, and stakeholder participation improved project performance.

The researchers suggested that establishing clear communication structures and management was essential before the onset of a proposed project, while challenges met in executing project management strategies are during project design, exceeding budget, poor quality, and exceeding set schedule. Active communication was highlighted as important during the implementation phase of projects.

Abdi and Mbugua (2019) investigated how project design influenced the successful implementation of devolved governments' projects in Kenya, using Isiolo and Marsabit Counties as case studies. The assumption was that project design influenced the effective implementation of projects at the community level. The sample included 56 project management personnel and participants from 320 households. The researchers used questionnaires for collecting data from the personnel and interviews from the household heads.

The analysis tests included descriptive statistics and Pearson's correlation was applied to measure the proposed relationship. The findings suggested that project design was influential when implementing County-sponsored infrastructure programs in Isiolo and Marsabit. Other influential factors were project leadership, resource availability, community involvement, and participants' commitment.

Abdi and Mbugua (2019) investigated how project design influenced the successful implementation of devolved governments' projects in Kenya, using Isiolo and Nyandika and Ngugi (2014) examined the impact of management support, user involvement, resources, and technology on road projects in Kenya. Using qualitative and quantitative methods of collecting data, the sample included 75 participants representing contractors, prequalified consultants, and top KeNHA managers. The stratified random technique of sampling was used to include a 30% sample from the study population.

The analysis was done using regression to determine the association between the examined variables. The findings established that management support influenced significantly overseeing goodwill or commitment, funding approvals, approval, and participation of projects. Moreover, the study found human resource availability as critical in influencing positively the implementation of road projects.

Odoyo (2013) examined factors influencing the implementation of community projects in Kenyas' Homa Bay County. The researcher's objective included assessing factors influencing implementation delay, cost escalation, and community leadership using a sample of 3,000 households. The findings suggested the most influential factors include lacking resources for flood mitigation.

As well, Ogolla and Moronge (2016) examined the performance of implemented water programs in Kenya. Moreover, the researchers based the study on several theories including stakeholder, constraints, resource-based, and Rogers Innovation Diffusion theories. The key objective was to establish the effect of resource allocation, project team, among others. Data was collected using a survey on 42 employees involved in water project implementation and regression was used for analysis.

The findings suggested that the monitoring and control of implementing water projects were influenced positively by resource allocation. Furthermore, sufficient allocation and fund management increased the likelihood of project completion. The challenges identified to face resource allocation included stringent conditions, corruption in the release of funds, and overly technical processes.

Muthaura and Omwenga's (2017) case study assessed the factors affecting the project implementation in community organizations in Kenya. Additionally, the objective was to establish how resource allocation, training on project implementation, among others, affected the implementation of community programs in Kenya. The sample included all the staff at the CRESS and data was collected using a survey. The results indicated that resource allocation and project training, were influential in project implementation.

It was determined that the organization worked with limited resources, thus needed to create partnerships with donors and other organizations that can increase resources. Moreover, the community organization failed to implement projects expertly because of inadequate and unskilled personnel in project management. The study recommended the increase of funding to community-based organizations by governments and donors because they are crucial in providing local services.

Dinnie and Holstead (2018) examined the opportunities and challenges presented by public funding for community-based groups. The researchers collected data using

interviews with community-based groups and public funding institutions. It was established that community-based groups experienced challenges when negotiating procedural and technical, goals and implementation of projects, which hindered their aspirations and identity.

The researchers argued that while public funding was vital for community-based projects, it introduced various technical and managerial procedures, which enroll community groups in governmental accountability mechanisms. Besides monitoring the process, the projects require resource accountability and transparency, as well as a great performance of projects.

Wachira and James (2018) explored the success factors for implementing Kiambu County community projects in Kenya. The authors assumed that many community based projects face significant obstacles and hardly overcome the implementation stage. The objective was to analyze the influence of funds management, monitoring, institutional capacity, evaluation, and community participation on the effective completion of community programs. The sample included 86 project leaders and 141 community-based projects. The findings established funds management and allocation influenced the successful implementation of projects positively. The researchers recommended the need for project personnel to practice proper budgeting, allocation of capacity development resources to both community members and project personnel.

2.5 Critique of Existing Literature Relevant to the study

Almost all empirical and theoretical studies of project leadership implicitly assume a perspective of leadership as synonymous with a single individual, a leader (Teller & Kock, 2014). There is a tradition in the project management field of viewing the project manager as an individual, a tradition which is strengthened by the current wave of individual project management certifications sweeping over the world. At the same time, current developments in leadership research emphasize teamwork and views of team leaders as facilitators, implying that important knowledge on leadership are to be found in the relation between team members rather than in the leader as an individual (Too et al., 2022).

From a practical perspective, the focus on individuals can also be questioned as project managers often neither have the technical skills of their team members nor the

power base of their superiors in the project-based structure. A better alternative would be the emerging post-heroic leadership view; a perspective based totally in specific scientific assumptions on social constructionism and alternative leadership values.

The development of power relations, resistance and gender is of interest and is therefore an indispensable agenda (Eromafuru, 2013). Empirical support is lacking in most management theories (Mardani *et al*., 2015). Because management models continue to be more complicated, they continue to miss robustness. Also, not all the workers under a supervisor will accept average challenges. Revolts against non-achieving leaders can be attributed to management theories not realizing that it is possible for performance to be set by the workers on the ground. The fact that it is assumed that democracies are the answer to people's work is not universally relevant and puts people into two clear-cut organizations with no consideration for any levels in between.

Communication literature assumes that all the steps are observed methodically (Mardani *et al*., 2015). But the realistic truth is that the surroundings have lots of disturbances called noise that interrupt communication. Studies on communication tend to overlook the fact that in some cultures, communication is prescribed by the neighborhood and not work environment (Shockley & Pamala, 2015) hence studying communication alone without other factors gives a biased assessment of that variable. The theories also fail to apprehend the fact that in some communications, no comments are ever expected in response to the message.

Theories on organizational culture pay a lot of attention to macro-level studies of organizations and groups leaving out the person and do not consider resistance to change assuming that all humans will adhere to culture. Employees are assumed to crave for attention and duty but some personnel are happier without either of these, their main interest being the salary (Smith & Lewis 2011). Needs ladder does not occur in the given order over a prescribed period of time and one can obtain self-esteem or actualization in risky surroundings, for instance in surroundings devoid of security and ample physiological needs. Nonetheless there are still people who have achieved the greater stages of Maslow's hierarchy of needs through less than conducive environments.

Resource dependency theories fail to apprehend that the complexities of relationships in the environment suggest that a company can exit from its instant environment, for example, in outsourcing (Berkun, 2019). Assuming that all sources come from the external, which is not realistic, is the account on which the theories can be faulted, e.g. organizations still get resources in the course of monetary sanctions or political turmoil. Scholars who have studied the resource dependency principle did not think about the fact that sometimes, the resource controls the resource user and in most instances the user turns into the manipulated variable (Drees & Heugens, 2013). The research carried out on the variables cited have tended to wrongly anticipate that each of the variables takes place in isolation even though other studies tend to believe that none of the variables can occur in isolation (Jacobsson & Soderholm, 2020). Combination of apparently associated variables like leadership and training is now not especially high-quality in view that the two factors have well defined aspects which must be studied separately.

In all the studies for all variables, the assumption was that applicability is universal, however various areas of the world perceive every study variable in a definitely unique way and even so, the African context does not come out clearly even for the research carried out on the African continent. It is crucial to understand organizational dimensions because they help to explain many of our puzzling and frustrating experiences in social and organizational life (Schein, 2010).

2.6 Research Gaps

The main objective of this study was to investigate the determinants of project implementation by grass-root support NGOs in Kenya. A lot has been written on project implementation processes and techniques and other factors surrounding it for example team leadership, project management training, project communication, organizational culture and organizational resources, which are all very important for the success of projects. Some of the gaps are:

The literature review suggested that there are many other determinants of successful project implementation which have been studied and are still being studied but the key weakness could be the manner in which team leaders exercise their authority during implementation which may lead to lack of accountability and integrity, lack of regulatory oversight, lack of motivation, as well as

corruption.

At the same time, implementation could be the problem, and because leaders are the ones who control the team to enforce implementation the leadership style that a leader uses matters.

Globally there were no clear records available on studies to show the effects of the various determinants of implementation in the various contexts, for example, the African context does not come out clearly even for the research carried out in African.

2.7 Summary of Literature Review

There have been intensive efforts by scholars and researchers to identify a variety of elements affecting successful implementation of projects in Grassroot Support Non-Governmental organizations, but the studies are additionally restrained by the fact that successful implementation of initiatives is affected by different elements some of which are examined in this study. For effective project implementation to take place in Grassroot Support NGOs in Kenya, the five variables cannot be overemphasized.

Project Leadership gives direction to the tasks and the project so that activities can flow in the planned order for successful completion of the project. This includes planning, making decisions, maintaining discipline and controlling performance. Project Management training equips the project personnel with necessary knowledge, skills and attitudes. This helps them to carry out the project activities to achieve the set goals within the expected time frame, using the planned resources and producing goods and services of the expected quality. It also equips them to solve problems when they occur.

Project communication energizes the project team as well as stakeholders when it is effective. It should be two way because it allows them to participate in the project activities and even to contribute towards effective best ways of carrying out the activities and solving problems. Organization culture is like a person's personality. It determines the values and beliefs of an organization and therefore influences the activities and performance of that organization.

NGOs need to develop cultures which will build a positive image for the personnel and the organization and help the personnel to understand it and own it. The organization resources are paramount, whether financial or human. Without them the organization cannot exist or even implement desired projects. Organisations should always remember that resources are scarce and should be used efficiently. Organizations which lack job security, motivation and empowerment of employees cannot be said to be providing a conducive and supportive working environment and have a high turnover, therefore wasting resources. In a conducive and supportive environment employees are more likely to own the projects and safeguard the available resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to highlight the basis and justification of the research philosophy, project design and methodology. It illustrates the stages, methods and processes that were followed to execute the study.

3.2 Research Design

A Research Design is a presentation of the plan, structure or approach of investigation, which seeks to investigate and explain a phenomenon. This is supported by a viable plan detailing the selected population and its suitability for the study (Kothari, 2004). It also details how data will be collected, analysed and used to facilitate proper and precise hypothesis testing. It is a road map towards providing answers to specific and carefully structured questions.

A Research Design is a strategy of investigation, which seeks to obtain answers to various research questions (Hartley *et al*., 2017). Without a research design, the researcher would not be able to carry out an organized investigation and would not therefore, provide empirical answers to the research questions or hypotheses. Kwak and Anbari (2009) define research design as a detailed plan for how the research will be conducted. The researcher should have insight into the various types of research designs and what they entail. It is therefore paramount that the researcher thoroughly understands the research design of choice to make sure it is the best suited for the kind of research she or he plans to undertake.

Donald (2006) notes that a study design is the foundation of the research; it is the adhesive that binds all the elements in a research project together. A research design is a plan for amassing and using data so that the needed facts can be acquired with sufficient precision or so that a hypothesis can be tested effectively. It is a framework that informs the gathering and analysis of data. Chan and Ejohwomu (2018) describe the research design as a graph and shape of investigation shaped to provide solutions

to study questions. Mugenda and Mugenda (2012), describe a research plan as a conceptual shape within which a research is performed.

The study used the Cross-Sectional Survey research design. A cross-sectional survey collects data to make inferences about a population of interest (universe) at one point in time. Cross-sectional surveys have been described as snapshots of the populations about which they gather data (Ghasemi & Zahediasl, 2012). They may be repeated periodically. However, in a repeated cross-sectional survey, respondents to the survey at one point in time are not intentionally sampled again, although a respondent to one administration of the survey could be randomly selected for a subsequent one. Cross-sectional surveys can be conducted using any mode of data collection, including telephone interviews in which landline telephones are called, telephone interviews in which cell phones are called, face-to-face interviews, mailed questionnaires, other self-administered questionnaires, electronic mail, Web data collection, etc. (Orazi *et al.,* 2014).

Tools for collecting data for the study were questionnaires, interviews and observation. Tool Triangulation improves the quality of data collected and this gives high quality results. Before administration of research instruments, their internal consistency was determined through a pilot study. Quantitative data collected were analysed with the aid of Statistical Package for Social Sciences (SPSS 23.0 for windows) while qualitative data collected from the field were analysed using content analysis (Bettis *et al.* 2014).

3.2.1 Research Philosophy

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analyzed and used (Aliyu *et al.,* 2014). It is the foundation of knowledge and its nature that contain an important assumption about the way in which the researcher views the world. It relates to the development of knowledge and the nature of that knowledge.

The research philosophy that guided this study was the positivism paradigm as it is regarded as a research strategy and approach that is rooted on the ontology, which concerns general assumptions created in order to understand the real nature of society (Aliyu *et al.,* 2014). Positivism manages to bring some objectivity to the data analysis

and is in agreement with interpretive research that permits explanation derived from emerging data. Through positivism, the research process was designed to reveal existing phenomena and the relationships between them. In positivist approach, the phenomena under investigation are relatively stable, exist objectively and represent a factual account of the case (Taylor, 2014). The selection of positivism in this study was based on the examination of cause and effect relationships between objects of study, which is important in answering certain research questions or achieving the objectives of the study.

3.3 Target Population

The target population of this study consisted of 500 employees of Grassroot Support NGOs based in Eastern and Central Kenya which has areas with diverse climates, resources as well as being cosmopolitan. In all this there is a high level of poverty which comes with low levels of education, healthcare and nutrition. There are also a few Micro-finance and money lending institutions, most of which start as GSNGOs. There is a small number of small and medium size GSNGOs based in the region, hence the low target population, but it is difficult to say if they are making any impact on the lives of the people.

This study arrived at the respondents by constructing a list of the GSNGOs operating in the region. The GSNGOs included in the list were those which are active on the ground and are registered. Some had some employees who were very mobile, like drivers and messengers, who would not find time to take part in the interviews, observation and filling the questionnaires so they were left out. The researcher reasoned that an equal and available target population of 100 participants per sector would be able to give each sector an equal representation and an ample sample for the pilot test and the main study. This would ensure that participants of the pilot study would not be included in the main study. Population Size was distributed as shown in Table 3.1.

Table 3.1: Target Population based on Education, Nutrition, Health, Agriculture and Micro-finance sectors

Sector	Population
Education	100
Nutrition	100
Health	100
Agriculture	100
Micro-Finance	100
TOTAL	**500**

Population is a large collection of all cases from the place a pattern is drawn. A study done by Fowler (2014) states that a populace is all elements about which one aims to make inferences. It is the complete group of individuals or objects having common observable traits (Mugenda & Mugenda, 2012). A comparable view is expressed by Kothari (2004) when he defines a population as the universe of a study. According to the NGOs Coordination Board's web site, the current wide variety of registered NGOs in Kenya is at 6,500, working in forty-seven counties and 53 sectors (*www.ngobureau.or.ke, 2015*), but does not have a current list of NGOs working in each county.

However, many NGOs have been deregistered by the Kenyan Government due to suspicion of irregular activities, including funding terrorist activities and inactivity, and the government is controlling new registrations very strictly. The Grassroot Support NGOs operating in Eastern and Central Kenya are mainly involved in Education, Nutrition, Agriculture, Health and Microfinance.

The respondents in the study were employees of eighteen Grassroot Support NGOs picked from each sector using the random sampling method. It was necessary to include employees at all levels of the organisations in order to get balanced opinions. The study solely used the GSNGOs which are officially registered in accordance with the NGOs Co-ordination Act Section 10 of 1990 to make sure that the study only involved legally acceptable GSNGOs.

3.4 Sampling Frame

Muganda (2010), states that the sampling frame or the survey frame is the list of accessible population of people, events or documents that could be included in a survey and from which a study will pick a sample to collect data. The study used registered GSNGOs in various sectors shown in Table 3.2.

Table 3.2: Sampling Frame

Sector	Population	
	Pilot Study	Main Study
Education	3	97
Nutrition	3	97
Health	3	97
Agriculture	3	97
Microfinance	3	97
Total	**15**	**485**

3.5 Sample and Sampling Technique

The sampling was developed using the Proportionate Stratified Random sampling strategy where the sample measurement or fraction in each stratum is proportionate to the populace size of the stratum. This is intended to have every stratum being the same sampling fraction (Laursen & Svejvig, 2016). So, the study grouped the target population of 485 respondents into 5 equal strata as per the zone of operation. The five strata are Education, Micro-Finance, Nutrition, Health and Agriculture. The method used to obtain a sample from each stratum was Simple Random.

Estimates of normal populace parameters with higher accuracy are obtained by the technique and it ensures a better representative sample is generated from a contextually homogenous population. The goal of stratification is to decrease the standard error by providing relative control over variance as sampling is a definite statistical plan concerned with all essential steps taken in making a choice of a sample and the estimation process.

According to Anderson *et al.* (2016) Proportionate Stratification affords equal or higher precision than a simple random specimen of an identical size, the appreciation in precision being best when the strata values are homogeneous. These gains in precision increase naturally in all the survey measures.

Stratification was deemed indispensable because the populace of the study is grouped in accordance with many sectors. These sectors have been cautiously selected to include the most active GSNGOs with a verified true performance (Anderson et al., 2016).

The Micro-Finance sector is a main driver of the economic development. It competes with banks as they provide finances to serve as capital for start-ups and also for expansion of ventures (Wambui, 2006). They are regulated by the Central Bank of Kenya. The Agricultural sector is the backbone of the economy and was seen as having an important impact today as well as in future. The Nutrition, Education and Health sectors are representative of all sections of the society and require a high degree of accountability by all stakeholders. The strata sizes form the population frame and were as shown in the Table 3.1.

3.5.1 Sample Size

Usually, for a sample size to be regarded as ideal in such a study, it must be at least a 10% sample of the populace. Hennink and Hutter (2011) postulate that a 10% sample permits for reliable data analysis and gives preference to high standards of accuracy for testing significance of differences between estimates. Stratified sampling was used to extract the sample from the Target Population which had been stratified into 5 strata according to the type of projects they undertake, namely Education, Health, Microfinance, Agriculture and Nutrition. Simple random method was then used to obtain a proportional allocation of 97 employees for each sector in order to increase accuracy of the research results. After that a proportional 10 % sample was selected from every stratum. A sample size of 50 GSNGO employees was chosen (Table 3.3).

Table 3.3: Sample Size

Sector	Target Population	Sample
Education	97	10
Nutrition	97	10
Health	97	10
Agriculture	97	10
Micro-finance	97	10
Total	**485**	**50**

A sample size is described by the Institute of Economic Affairs (2019) as a feature of logistics and homogeneity or heterogeneity of the population. Adequacy, on the other hand, means that the sample ought to be of an adequate size to allow sensible estimates of variables to be acquired to capture variability of responses and facilitate comparative analysis (Sekaran, 2016). He recommends any sample to be at least 10% of the targeted population. The sample of 50 respondents, made up of the Project Managers and their teams, is ideal and can be anticipated to test the objectives of the study effectively.

The stratification produced a sample size illustrated as

$$n = n1 + n2 + n3 + n4 + n5$$

Where;

n= pattern size

n1 = Education GSNGOs

n2 = Nutrition GSNGOs

n3 = Health GSNGOs

n4 = Agriculture GSNGOs

n5 = Micro-finance GSNGOs

3.5.2 Sampling Technique

The technique used to give the sample was the Proportionate Stratified Random sampling which guarantees that each stratum is equally represented. It is more accurate in reflecting the characteristics of the population and provides better precision than simple random. The GSNGOs were stratified into five sectors according to their work i.e. Education, Health, Micro-Finance, Nutrition and Agriculture. Lists of the GSNGOs in each stratum were acquired and numbered. The numbers were written on pieces of paper, folded and shaken in a container. The study then randomly picked 10 numbers from each stratum; hence a sample of each stratum was acquired totaling to 10% of the target population.

3.6 Data Collection Instruments

What informs the choice of a tool or instrument commonly depends on the characteristics of the subjects, research topic, problem question, objectives, design, predicted statistics and results. Muganda (2010) postulates that there are many techniques of collecting information. In this study tool triangulation was used through the application of Questionnaires, Interviews and Observation. Mugenda and Mugenda (2006) postulate that triangulation concerns the use of more than one form of data collection in a research.

This study's main objective was to investigate whether the selected Project Management determinants affect implementation of projects. Consequently, the instruments are made up of items which measure these determinants, which are the variables in the study (Appendix I). The three instruments used to capture the dynamics of the GSNGOs and enrich the quality of facts collected are explained below.

3.6.1   Questionnaire

The questionnaire was the primary instrument of data collection for this study (Guide & Ketokivi, 2015). The questionnaire contained open-ended and closed questions. The managers and teams were given the questionnaire as they were deemed to be the people acquainted with the management of the projects, the implementation procedure and content, which includes formulation, execution and overall performance monitoring. The questionnaire had six segments; a segment for gathering general

information about the responding GSNGO and the individual respondent, five parts investigating if the five variables or determinants had an effect on Project implementation in the responding GSNGOs and a section exploring information on project implementation in the targeted GSNGOs.

3.6.2 Interviews

A questionnaire is not adequate to capture all organizational dynamics and project implementation procedure, hence the additional use of personal interviews. Personal interviews have the ability to yield relatively high-quality data compared to the other modes. The interview is also viewed as the most flexible. Specific open-ended questions were structured to produce an interview guide which was used to guide the interview. The intention was to gain as much insightful, supplementary information as possible (Kamau, 2021). The targeted GSNGOs were visited and the project manager and team members were interviewed

3.6.3 Observation

Observation meets the study's need to look around for challenging as well as soft facts emanating from how activities within the organization were carried out. Observation entails looking at an individual engaging in a behavior while an activity is going on. It gives data which is more accurate than the data obtained from questionnaires and interviews (Bettis et al. 2014). Carefully defined observable indicators, based on the research variables, were compiled into an observation guide and used to elicit responses from the respondents.

The observed behavior was then carefully documented on the observation guide on a scale of 1 to 5 to establish the strength of each observable behaviour. Aspects of the five variables were observable and could be understood by observing the way the project manager related with the team and the way the team members related to each other. The researcher could then deduce whether communication was effective, the leadership style(s) used, attitudes of the team, how resources were utilized, whether the staff was skilled and empowered and whether there was accountability for resources.

3.7 Data Collection Procedure

This study made use of both Qualitative and quantitative data. In the important process of comparison, quantitative information is indispensable (Bettis *et al.,* 2014). The major data used for the study was acquired via questionnaires. Interviews and observations from the selected project teams charged with project implementation in the GSNGOs were also conducted. Before the main study was carried out, a pilot study was done and this necessitated improving the questionnaires, interview guides and observation forms to remove unnecessary questions or upgrade the quality of the tools. The improved tools were then submitted to the selected GSNGOs in order to get the data and statistics required for the study. This was accomplished with the help of research assistants who assisted in administering the questionnaires, conducting interviews and making observations in chosen GSNGOs.

The researcher utilized assistants who she adequately trained in especially understanding the objectives of this survey and effectively collecting data. One aspect observed during the pilot phase was that the organisations had limited time to take part in the study so the 'drop and pick up later' method was used to administer the questionnaires. This gave the respondents adequate time to respond. Care was taken to make contact at some point of dropping and picking of the questionnaires to permit the researcher and the research assistants to address any issues arising and to carry out the interviews and observations.

The researcher supervised the process of data collection and also personally administered some instruments to make sure the assistants were administering the instruments appropriately. The interviews were conducted in a quiet place away from noise and in a relaxed atmosphere. The interviewer used the interview guide to ask the interviewee the questions and then documented the answer clearly. For the observation, the observer looked at the project manager and team at work in their natural environment and quietly noted down aspects of interest guided by the observation form.

3.7.1 Ethical Issues

Before the research was undertaken and data collected, ethical issues were considered. These included getting a permit from the NACOSTI before getting into the process of

data collection. The study took precaution to ensure that risk of harm was minimized for the participants as well as the research assistants and the researcher so that all participants involved in the process would feel safe and secure as thy undertook their respective roles (Lu *et al*. 2018). The researcher also sought consent from the participants after explaining to them what participation entailed and those who did not want to participate were exempted. The researcher also protected the anonymity and confidentiality of the participants. This gave them confidence to give honest opinions. In the whole process of data collection, the researcher ensured that participants were treated with respect and their ideas and knowledge were accorded the highest respect possible.

3.8 Pilot Testing

To make sure that they were manageable, relevant and effective, the questionnaires, interview guides and observation forms were pre-tested. The research process starts with data gathering through a pilot test (Fowler, 2014). The Pilot test is performed to discover weak points in the design and instrumentation. A pilot test should get respondents from the target populace and follow the methods and protocols designed for data collection. The size of the pilot group can vary in the number of respondents, depending on the technique to be tested. Taylor, (2014) endorsed a 1% sample from the population as being fit for statistical test of instruments.

The study sampled 3% of the population, to ensure that the sample was representative enough to facilitate pilot testing. This translated to a sample of 15 respondents picked from a population of 500, (Table 3.4). The researcher was cautious to ensure that the respondents for the pilot study were chosen from the target populace with matching characteristics. The respondents picked for the pilot study were not included within the sample for the main study.

Table 3.4: Pilot Sample

Sector	Population	Pilot Sample Size

Education	100	3
Nutrition	100	3
Health	100	3
Agriculture	100	3
Micro-finance	100	3
Total	**500**	**15**

Statistics gathered from the pilot study were analyzed to establish the length of time required for every questionnaire, interview and observation, which informed on whether the tools ought to be revised for length. Additionally, the data realized from the pilot study was tested for relevance, interpretability and usefulness in addressing the study objectives. The last stage was getting responses on the contents of the tools through the interviews and observation. The researcher solicited suggestions from the respondents to gain insight on how they felt about the whole process and how it could be improved. GSNGOs involved in the pilot study were excluded from the sample for the main study.

3.8.1 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is influenced by random error. As random error increases, reliability decreases. A test is said to be reliable to the degree that it measures accurately and consistently yields comparable results when administered a number of times (Muganda, 2010). The split-half correlation method which involves dividing the instrument into two halves and administering only one half of the scaled items and checking them against the results from the other half of items was used during the pre-test to establish reliability of the instruments (Wooldridge, 2015).

Using the Cronbach's *a,* the mean of all split-half correlations is computed. The relationship between the two sets of scores is then examined. A split-half correlation of +.80 or higher is generally considered good internal consistency. In this case the Pearson's *r* was +.84, meaning that the data collection tools were reliable enough for data collection. After the pilot test the Cronbach Alpha method was then used to test for internal consistency. Cronbach values range from 0 to 1.0. Values of 0.7 or higher

are recommended although a value of 0.6 to 0.7 is acceptable. The Cronbach value for this study was 0.7. This indicates that the reliability of the data collection tools was high.

3.8.2 Validity

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The pilot study was conducted to test the validity of the instruments. The researcher tested for content validity. Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Taylor, 2014). It is not usually measured quantitatively. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner.

The researcher arrived at content validity through involving two experts or professionals before the pilot test: one to assess what concept the instrument was trying to measure and the other to determine whether the set of items or checklist provided accurately represented the concept under study. This was to establish the face validity of the data collection tools. Items that failed to measure the variables they were intended to measure were modified or discarded completely. The ones which remained were highly related to the variables in the study.

3.9 Data Analysis and Presentation

The finished questionnaires were edited for completeness and consistency before processing the responses. Descriptive statistics such as frequencies and percentages were used to analyze the quantitative data gathered. The results were presented using tables and charts. Further analysis was conducted through Correlation analysis and Regression analysis. This was done by use of SPSS version 23 software. Oliva (2019) observes that SPSS has the ability to manage vast amounts of data as well as small ones but also complex data and many statistical analysis routines. To analyze objects that were in nominal scale the researcher used a Likert scale ranging from 1 to 5.

Inferential statistics entailed the use of ANOVA t-test and F-test to determine the relationships between variables. Correlation analysis indicates the extent of relationship between the variables. Regression analysis demonstrates how the

variables are associated (Locke *et al.* 2022). Regression analysis was carried out to evaluate the effect of the independent variables on the implementation of projects, which is the dependent variable.

The study used the Univariate statistical model. The dependence technique was used. This is where a variable or set of variables is identified as dependent variables to be predicted or explained by other variables which are the independent variables (Kwak & Anbari, 2009).

3.9.1 Statistical Model

The regression model used for the combined variables is presented in the equation below.

$$Y = \beta_0 + \beta X_1 + \beta X_2 + \beta X_3 + \beta X_4 + \beta X_5 + e$$

Where:

Y is the dependent variable   Project Implementation by Grassroot Support NGOs in Kenya

β_0 is the constant term

β [1,…5] is the regression coefficient of the independent variable

X [1,…5] is the independent variable where X_1 is Team Leadership

X_2 is Project Management Training

X_3 is Project Communication

X_4 is Organizational Resources

X_5 is Organizational Culture

e is the error term.

The study appreciates that there are other factors that may be affecting the implementation of projects in GSNGOS apart from the variables being investigated. These factors are represented by the error term (e).

3.9.2 Test of Hypotheses

To determine whether the independent variables had an effect on the implementation of projects or not, the hypotheses were tested. The analysis involved testing every

independent variable separately to determine their individual effect on the dependent variable. The ANOVA t-test was used to test the hypotheses to establish whether the regresion coefficients of all the independent variables were jointly equal to zero. An evaluation to determine the combined effect of all the variables was also done. All the independent variables were combined and involved in the analysis. The F-test was used to determine the overall significance of the regression model.

3.9.3 Operationalization of Study Variables

This section dealt with the generalization of dependent and independent variables of the conceptual framework. The independent variables surveyed were the following:

(1) Team Leadership (2) Project Management Training, (3) Project Communication,

(4) Organizational Culture and (5) Organizational Resources. The dependent variable was implementation of projects by Grassroot Support NGOs in Kenya. The variables were operationalized in accordance with the objectives (see Table 3.5).

Table 3.5: Operationalization of Variables

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings and discussion of the study. It first presents the general characteristics /demographic information of the study sample, followed by descriptive statistics, diagnostic tests and inferential statistics. The study sought to investigate the effect of d determinants of project implementation by Grassroot Support NGOs in Kenya. Specifically, the study examined the independent variables namely team leadership, project management training, project communication, organizational resources and organizational culture.

4.2. Response Rate

This section outlines the numbers and percentages of the participants who responded fully to the questionnaires given out to the GSNGOs. Out of the 500 population targeted in Grassroot Support NGOs within Eastern and Central Kenya, a 10 % sample was drawn using a proportionate random sampling technique. Statistical inferences are validly made from samples that are large enough at 10 % of the population (Kothari, 2006). The sample was therefore made up of 50 respondents. As the results indicate in Table 4.1, a total of 47 respondents, representing 94% of the targeted sample, returned the dully filled questionnaires, all of which were analyzed. This is a high response rate and is comparable to works by other scholars; for example, Cater and Pucko (2014) had a response rate of 49 and Aosa (2016) attained 52%.

Table 4.1: Response Rate

NGO Sample sector	Expected sample	Observed Frequency	Percentage of field total	Percentage within sector
Education	10	9	18	90.0
Nutrition	10	10	20	100.0
Health	10	9	18	90.0
Agriculture	10	10	20	100.0
Micro-finance	10	9	18	90.0
Total	50	47	94	

4.3 Background Information

This section describes background of the study population based on the data collected and analysed. Every target population usually has its own characteristics. The respondents who participated in the study were asked to indicate their years of service, gender, level of education and size of their organisations. The findings are summarized below.

4.2.2 Number of Years Worked

The respondents at target GSNGOs were asked to state the number of years they had worked in their present work stations. More than 50% of the respondents had worked for less than 5 years, over 25% had worked for 5-10 years, and slightly over 20% had worked for over 10 years as shown in Table 4.2 and figure 4.1. This study found that majority of respondents had been in the GSNGOs for less than five years indicating that they had not yet gained enough experience to effectively implement projects.

GSNGOs should consider finding ways to retain their staff in order to safeguard the expertise gained through working for them. This will ensure that the staff have a wealth of knowledge to ensure successful implementation of projects. The findings corroborate the work of scholars like Thompson and Strickland (2007), who emphasized the need to retain employees who will have enough experience for all stages of implementation to be effective.

Table 4.2: Years of Service

Years of service	Frequency	Percenta	Cumulative
Under 5 years	24	51.06	51.06
5-10 years	13	27.66	78.72
Over 10 years	10	21.28	100.00
Total	47	100.00	
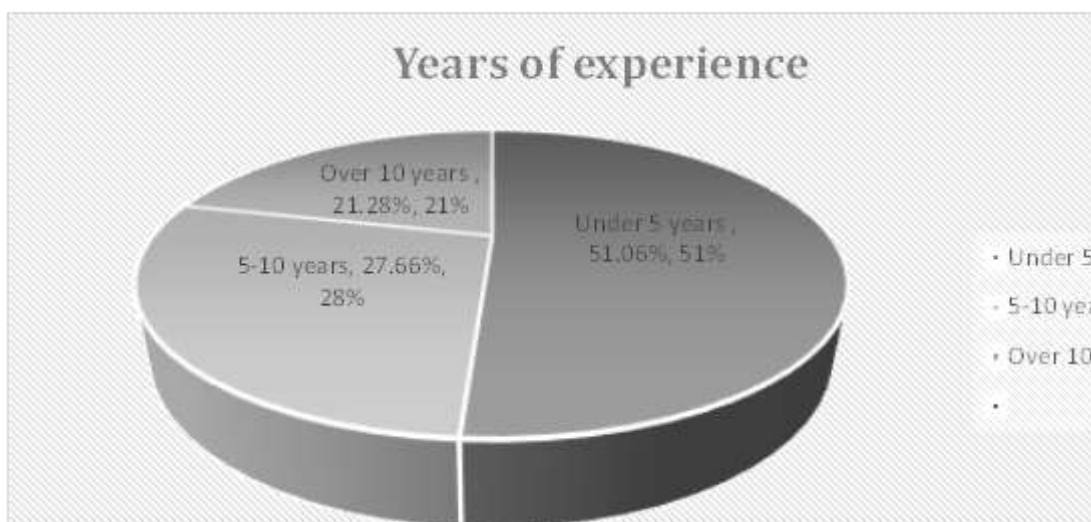
Figure 4.1 Years of service

4.2.3 Respondents' Gender

This question sought to establish gender distribution of the respondents. The results indicate that 51.1% of the respondents were female, being slightly over half of the total number of respondents, and 46.8% were male (see Table 4.3 and figure 4.2). One respondent could have been transgender. The fact that more than half of the population was of female gender is a clear indication that NGO world is not plagued with cultural gender biases where majority of the jobs are male dominated. The implication of this outcome is that talents and potentials of all genders can be utilized to bring about desired effects of implementation of projects.

There is need to involve all genders for effective implementation of community projects to bring about the required development. Gender composition is very important by management requirements and as a pre-requisite in the NGO world. This is corroborated by Vedran (2021) who have singled out gender as one of the cultural issues that can affect implementation.

Table 4.3: Gender of Respondents

Gender	Frequency	Percentage	Cumulative Percentage
Male	22	46.8	46.8
Female	24	51.1	97.9
X	1	2.1	100.0
Total	47	100.0	
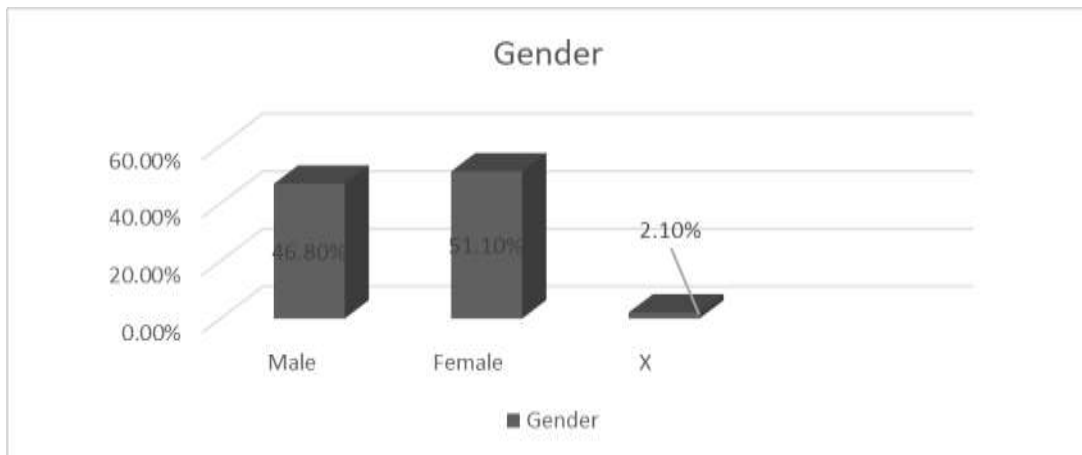
Figure 4.2 Gender of respondents

4.2.4 Education Level of Respondents

This question sought to establish the academic level of the respondents to determine how capable the staff was in understanding matters of project implementation. 44.4% of the staff was educated up to diploma level, closely followed by first degree holders at 35.6%. Those with Masters Degrees were 13.3% and those with doctorate level degrees stood at 6.7% of the total as indicated in Table 4.4 and figure 4.3. It was therefore, logical to deduce that from the findings, employees of Grassroot Support NGOs in Kenya have, to a large extent, good levels of education which includes both Bachelor's degree and post graduate education.

This also means that the respondents were in a good position to effectively respond to the study. Scholars like Daft (2018) and Mulube (2009) have indicated that the level of education can have a great impact on leadership and management and their studies highlight the need to have employees with high qualifications at all levels of management. Project Management can be very complex and requires people with high level logistical skills.

Table 4.4: Level of Education of Respondents

Highest Education	Frequency	Percentage	Cumulative
Diploma	20	44.4	44.4
Bachelor's Degree	17	35.6	80
Master's Degree	7	13.3	93.3
Doctoral (PhD)	3	6.7	100.0
Total	47	100.0	
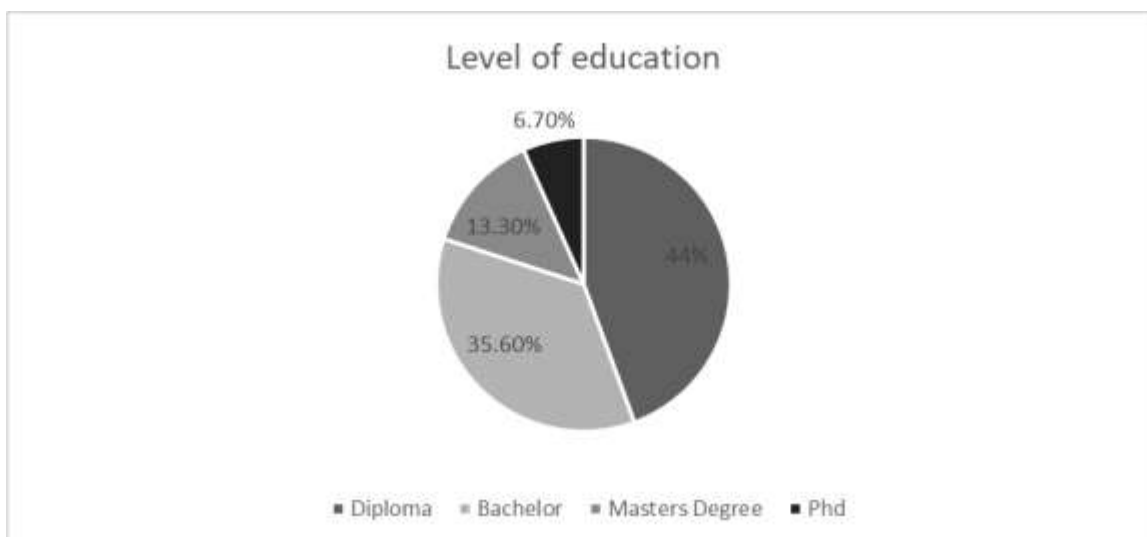
Figure 4.3 Level of Education

4.2.5 Size of GSNGOs by Number of Employees

The study sought to establish the number of employees in each of the target GSNGOs to gain insight of an estimate of the work force. 51% of the GSNGOs had less than 50 employees, 31% had over 100 employees working in Eastern and Central Kenya and 18% had between 50 and 100 employees (see Table 4.5). This implies that majority of GSNGOs in Kenya are small in size or do not have adequate numbers in terms of workforce.

The low numbers of employees in GSNGOs could affect implementation of projects and the presence of many small ones could bring about duplication of projects. This can cause wastage of resources and prevent adequate development in the communities. The presence of small GSNGOs with less than 50 employees and others with over 100 employees but distributed to many counties could be attributed to inadequate resources, nature of projects and stipulated timelines for project implementation by donors.

The findings are supported by a study done by Daft (2018) which deemed the numbers of employees important since certain functions are only possible with an adequate workforce. Korten (1990) and Ludden *et al.* (2019) also observed that an ideal number for an NGO should be over 50 employees.

Table 4.5: Size of NGO by number of employees

Size	Frequency	Percentage	Cumulative
Less than 50	24	51	51
50-100	9	18	69
More than 100	14	31	100.0
Total	47	100.0	

4.3 Descriptive Statistics

Descriptive statistics are used to organize and describe the characteristics of a collection of data Laursen and Svejvig (2016). This section summarizes descriptive statistics of the five independent variables: team leadership, project management training, project communication, organizational resources and organizational culture. It also covers the descriptive statistics of the dependent variable project implementation. Findings were analyzed, cross tabulated and presented as follows:

4.3.1 Team Leadership

This was the first independent variable of the study and the objective was to assess its effect on project implementation by Grassroot Support NGOs in Kenya. Team leadership was operationalized by reference to the following indicators; team leadership ensures that all resources are utilized for intended purpose, everyone is involved in decision making, team leadership is accessible to consult on project issues, and there is transparency in organizational matters and the most effective leadership style. Findings are as follows:

All the resources are utilized for intended purpose

This was the first item under team leadership. Under this indicator, the respondents were asked to rate the extent to which the leader is keen on ensuring that all the resources are utilized for intended purpose. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were measured by a five-point Likert scale where options were strongly agree, Agree, Undecided, Disagree and strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project implementation. The Likert scale mean score was interpreted as follows;

1.00 to1.49   Strongly Disagree

        1.5 to 2.49   Disagree

        2.50 to 3.49   Undecided

        3.50 to 4.49   Agree

        4.50 to 5.00   Strongly Agree

The study assessed whether the team leadership had been ensuring all the resources are utilized for intended purpose. The result returned a mean score of 3.7021 implying that the respondents agreed that the team leadership had been ensuring all the resources are utilized for intended purpose.

 Everyone was involved in decision making

This was the second item under team leadership. The respondents were asked to rate the extent to which the leader is keen on ensuring that all the resources are utilized for intended purpose. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were measured by a five-point Likert scale where options were strongly agree, Agree, Undecided, Disagree and strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project implementation. The Likert scale mean scores were interpreted as follows;

        1.00 to1.49   Strongly Disagree
        1.5 to 2.49   Disagree
        2.50 to 3.49   Undecided
        3.50 to 4.49   Agree
        4.50 to 5.00   Strongly Agree

The study assessed whether the team leadership had been ensuring everyone was involved in decision making. A mean score of 3.5319 indicated that the respondents agreed that everyone was involved in decision making,

Leadership is accessible to consult project issues

This was the third item under team leadership. The respondents were asked to rate the extent to which the leader is keen on ensuring that leadership is accessible to consult project issues. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were measured by a five-point Likert scale where options were strongly agree, Agree, Undecided, Disagree and strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project implementation. The Likert scale mean score was interpreted as follows;

       1.00 to1.49   Strongly Disagree

       1.5 to 2.49   Disagree

       2.50 to 3.49   Undecided

       3.50 to 4.49   Agree

       4.50 to 5.00   Strongly Agree

The study assessed whether the team leadership had been ensuring that team leadership is accessible to consult on project issues. A mean score of 3.7021 indicates that the respondents agreed that team leadership is accessible to consult on project issues.

 There is transparency in organization matters

This was the fourth item under team leadership. The respondents were asked to rate the extent to which the leader is keen on ensuring that there is transparency in organization matters. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were measured by a five-point Likert scale where options were strongly agree, Agree, Undecided, Disagree and strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project implementation. The Likert scale mean score was interpreted as follows;

       1.00 to1.49   Strongly Disagree
       1.5 to 2.49   Disagree
       2.50 to 3.49   Undecided
       3.50 to 4.49   Agree
       4.50 to 5.00   Strongly Agree

The study assessed whether the team leadership had been ensuring transparency in the organization matters. A mean of 3.3830 infers that respondents were undecided when it comes to transparency in the organization matters.

The aggregate mean was 3.58. This suggested that Team Leadership in Grassroot Support NGOs in Kenya was good. This is because most of the employees were satisfied with the leadership in their organizations. The implication is that the project leaders were accessible when the employees wanted to consult on issues concerning the implementation of their projects. The implication of all these factors is that the organizations run smoothly and project implementation is effective (Table 4.6). This is supported by a study by Martinez (2008) where he found that the use of transformative practices by Grassroots Support organizations is making a great impact in their projects, which means that implementation is more effective.

Table: 4.6 Descriptive Statistics for Team Leadership

Statistics

	The team leadership has been ensuring all the resources are utilized for intended purpose	Everyone is involved in decision making	To project leadership is accessible to consult on project issues	There is transparency in the organization matters
N Valid	47	47	47	47
Missing	0	0	0	0
Mean	3.7021	3.5319	3.7021	3.3830
Median	4.0000	4.0000	4.0000	4.0000
Mode	4.00	4.00	4.00	4.00
Std. Deviation	.88256	.50437	.54831	1.26066
Variance	.779	.254	.301	1.589
Skewness	-.553	-.132	-.055	-.302
Std. Error of Skewness	.347	.347	.347	.347
Kurtosis	-.242	-2.073	-.523	-1.368
Std. Error of Kurtosis	.681	.681	.681	.681
Range	3.00	1.00	2.00	4.00
Minimum	2.00	3.00	3.00	1.00
Maximum	5.00	4.00	5.00	5.00
AGGREGATE MEAN 3.58 AGGREGATE STD.D 0.436				

Most effective Team Leadership style for project implementation in respondents' organization

The fifth item under team leadership was Team Leadership Style which would lead to the most effective project implementation. The majority of respondents at 68.30% agreed that the Democratic leadership style was the most effective (see Figure 4.4). This was followed by Bureaucratic style, chosen by 19.5% of respondents. Authoritarian style was chosen as the most effective by 9.8% of respondents while Laissez faire style was chosen by 2.4% of respondents. The least effective style according to the findings was Neurocratic with 0% of respondents.

From the results it is evident that not all leadership styles are suitable for application in leadership process of GSNGOs. It is also evident that various leadership styles will suit particular moments; that people will be motivated and creative only under a particular type of leadership. The findings have confirmed that various leadership styles are favored by organizations for their effective implementation of project plans and they are in line with findings of scholars such as Mulube (2009) and Mintzberg (2004) who concluded that different management styles exist in organizations for effective implementation of project plans.
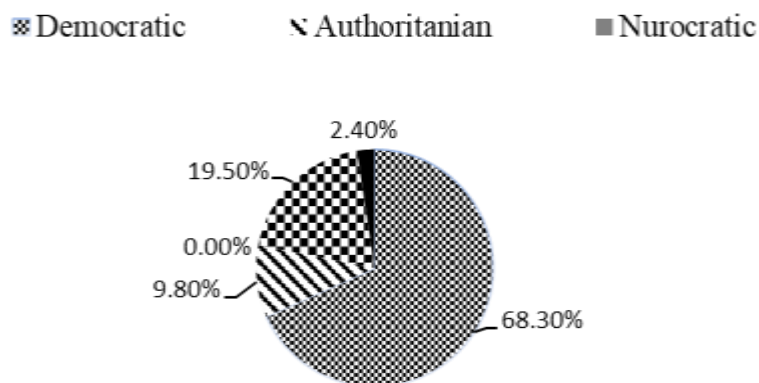
Figure 4.4: Most effective Team Leadership style for project implementation in respondent's organization

4.3.2 Project Management Training

The second objective was to determine the effect of Project Management Training on project implementation by Grassroot Support NGOs in Kenya. This section presents

descriptive statistics on Project Management Training as the independent variable. Project management training was operationalized by reference to the following indicators; I have been trained in project management, the organization conducts continued training for the employees specifically in project management, trainings are externally organized, and the organization sponsors employees to learn at higher levels on project management courses. Findings are as follows:

I have been trained in project management

This was the first item under project management training. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the employees had been trained in project management. Responses were measured by a five-point Likert scale where options were strongly agree, Agree, Undecided, Disagree and strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project implementation. The Likert scale mean score will be interpreted as the following;

1.00 to1.49	Strongly Disagree
1.5 to 2.49	Disagree
2.50 to 3.49	Undecided
3.50 to 4.49	Agree
4.50 to 5.00	Strongly Agree

The study found out that a mean of 4.3191 respondents agreed that they have been trained in project management.

The study also established the members of the Project Teams who had undertaken Project Management Training and up to which level. Most of the respondents stated that the project manager was the member of the project team who had undertaken the training (see Table 4.7). The finance managers who had been trained were 15%. The other respondents, 5% and 2.5% stated that the communications manager and all the five members respectively. None of the respondents felt that no member of the project team had undertaken the training.

From the findings it can be seen that project management training is concentrated on the project managers and very few of the other managers and members of the project teams are trained. This situation may mean that very few members of the project

teams have the knowledge and skills required to understand the process of project implementation and it might contribute to projects failing to achieve the agreed objectives. In order for a project to be effectively implemented all the stakeholders should understand what their roles are as well as the project objectives and the processes to achieve them.

Table 4.7: Members of project team with project management training

	Frequency	Percentage	Cumulative Percentage
Project manager	33	77.5	77.5
Finance manager	8	15.0	92.5
Comm. Manager	4	5.0	97.5
All members	2	2.5	100.0
Total	47	100.0	

Level of Training in Project Management for the Managers

The study also purposed to establish the level of training for the project manager, finance manager and the communications manager. Most of the project managers, 34.5%, had studied project management up to Masters Level and less than 27.6% were trained up to Bachelors level. Those trained up to Diploma and Doctoral levels were 17.2% respectively followed by 3.4% for those trained to Certificate level. 37.5% of finance managers were trained up to Bachelors level.

Both the Diploma and Masters levels of training for the finance manager in project management were each 25% of the respondents. They were followed by 12.5% of the respondents who stated that the level of training of finance managers was Certificate. Majority of communications managers, 50%, were trained up to Bachelors level. Diploma and Masters Levels were each selected by 20% of the respondents. However, only 10% of the respondents stated the level to be certificate (See Table 4.8).

The level of training the managers have is important because it implies how much knowledge about the project management process the manager has. Again the findings show that the project managers have the highest levels of training with a good number of them having attained Masters and Doctoral level, but also having the fewest diploma holders. But as a whole, the fact the other managers are trained will have a positive effect on project implementation.

Table 4.8 Level of Training in Project Management for the Managers

Opinion Statement	Cert. Doct.	Dip.	Bach.	Mast.	
Training level for Project Manager	3.4 17.2 100	17.2 -	27.6	34.5	
Training level for Finance Manager	12. 5 100	25.0	37.5	25.0	0
Training level for Comm. Manager	10. 0 100	20.0	50.0	20.0	0

Accessibility to training manual

The study also established the level of accessibility of the training manual by the team. Majority of the respondents (75.7%) stated that the manual was always accessible (see Table 4.9). Those who felt that the manual was only accessible sometimes were 21.6%. Only 1% of the respondents stated that the manual was never accessible.

Table 4.9: Extent of accessibility to training manual

	Frequency	Percentage	Cumulative Percentage
Always	32	75.7	75.7
Sometimes	13	21.6	97.3
Never	1	2.7	100.0
Total	37	100.0	

Forms of training manual

The forms in which the training manual was available was also established. The majority (62.9%) stated that the training manual was available in hardcopy. They were followed by 22.9% of the respondents who stated that it was available online. 14.3% stated that the manual was available in both forms (see Table 4.10).

Table 4.10: Form of the manual

	Frequency	Percentage	Cumulative Percentage
Online	11	22.9	22.9
Hardcopy	27	62.9	85.7
Both	9	14.3	100.0
Total	47	100.0	

Members of the team understood the project plans, the Implementation Process, the Project Objectives and Quality Standards

The study also aimed at determining the extent to which the members of the team understood the project plans, the Implementation Process, the Project Objectives and Quality Standards. Majority of the respondents (71.7%) felt that they understood the project plans very well (see Table 4.11). Those who felt they understood the project plans fairly well were 28.3%. None of the respondents felt that they did not understand the project plans.

Majority of the respondents (73.95%) affirmed that they understood the implementation process very well. Those who understood the implementation process fairly well were 23.9% followed by 2.2% of the respondents who affirmed that they hardly understood the implementation process. Majority of the respondents (69.6%) stated that they understood the project objectives very well while 30.4% of the respondents understood the project objectives fairly well. None of the respondents felt that they did not understand the project objectives.

Majority of the respondents (63%) felt that they understood the quality standards very well. They were followed by 37% of the respondents who stated that they understood the quality standards fairly well. None of the respondents affirmed that they did not understand the quality standards.

Table 4.11:   Team understands the process

Opinion Statement	VW %	W %	FW %	H %	N %
	TOTAL				
Team's understanding of project plans	71.7 100	0	28.3	0	0
Team's understanding of implementation process	73.9 100	0	23.9	2.2	0
Team's understanding of project objectives	69.6 100	0	30.4	0	0
Team's understanding of project quality standards	63.0 100	0	37.0	0	0

VW=Very Well   W=Well   FW= Fairly Well   H= Hardl N=Not atall

Training programmes were based on the organizations' project needs

The study also sought to establish the extent to which the training programme was based on the organizations' project needs. Majority of the respondents (67.4%) affirmed that it was very specific (see Figure 4.5). They were followed by 32.6% who felt that that the training programme was fairly specific. None of the respondents affirmed that the training programme was not based on the organizational project needs.

32.60%

67.40%
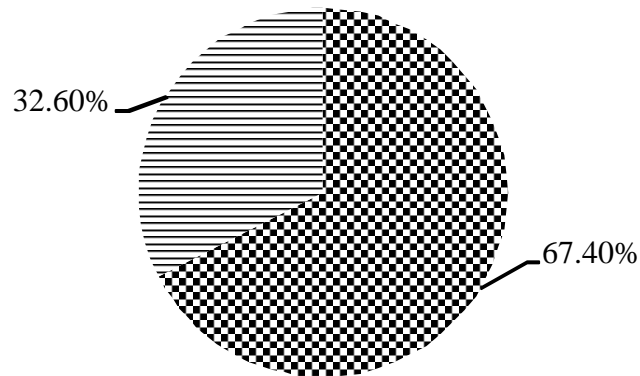
Figure 4.5: Training programme based on the organizations' project needs

The organization conducts continued training for the employees

This was the second item in the likert questions under project management training. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the organization conducts continued training for the employees. The responses were measured by a five-point Likert scale where options were strongly agree, Agree, Undecided, Disagree and strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project implementation. The Likert scale mean score will be interpreted as the following;

    1.00 to1.49   Strongly Disagree

    1.5 to 2.49   Disagree

    2.50 to 3.49   Undecided

    3.50 to 4.49   Agree

    4.50 to 5.00   Strongly Agree

A mean of 3.6809 agreed that organization conducts continued training for the employees specifically in project management,

Trainings are externally organized

This was the third item under project management training. Respondents were asked to provide answers to 4 Likert items in the questionnaire that would establish the rate at which trainings were externally organized. The responses were measured by a five-point Likert scale where options were strongly agree, Agree, Undecided, Disagree and strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project implementation. The mean was interpreted on the Likert scale as follows;

1.00 to1.49	Strongly Disagree
1.5 to 2.49	Disagree
2.50 to 3.49	Undecided
3.50 to 4.49	Agree
4.50 to 5.00	Strongly Agree

A mean of 3.7660 indicates that the respondents agreed trainings are externally organized.

Types of training programmes

The study also sought to find out the type of training programmes provided in the organizations. In-house training, training manual and two types of training were each selected by 25% of the respondents who were the majority (see Figure 4.6). They were followed by 15% of the respondents who felt that all the three types of training were deployed. Only 10% of the respondents stated that training was offered by external trainers.
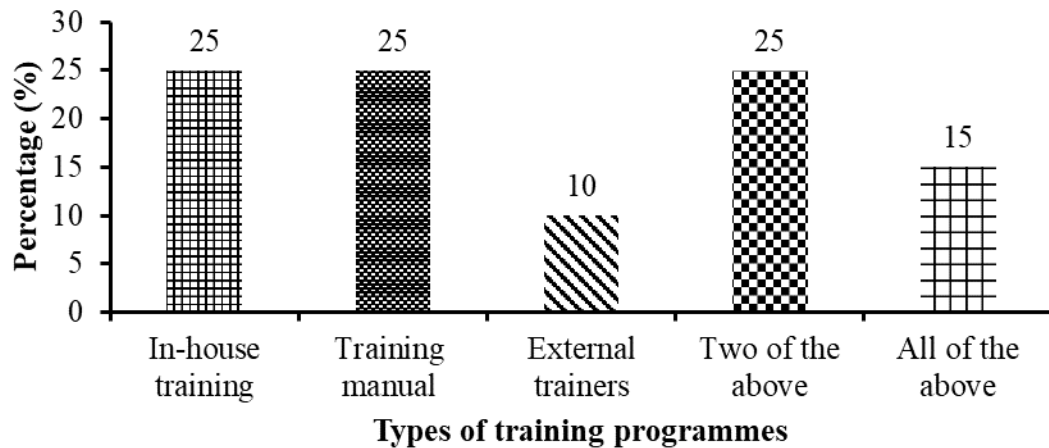
Figure 4.6: Training programmes of the organization

The organization sponsors employees to learn project management courses at higher levels

This was the fourth item under the Likert items on project management training. Under this indicator, respondents were asked to provide answers to 4 Likert items in the questionnaire to rate the extent to which the organization sponsors employees to learn project management courses at higher levels. The responses were measured by a five-point Likert scale where options were strongly agree, Agree, Undecided, Disagree and strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project implementation. The mean was interpreted on the Likert scale as follows;

1.00 to1.49	Strongly Disagree
1.5 to 2.49	Disagree
2.50 to 3.49	Undecided
3.50 to 4.49	Agree
4.50 to 5.00	Strongly Agree

A mean of 3.2128 indicates that the respondents were undecided on whether the organization sponsors employees to learn project management courses at higher levels.

The aggregate mean was 3.74 which suggested that project management training in Grassroot Support NGOs in Kenya was effective and employees had been trained (Table 4.12). The results of this study agree with the study done by Pearce in 2009. In his study he concluded that it is through good training and development of human resource that other resources become viable when closely monitored to achieve

strategic goals. The study is also in tandem with the research done by Wong in 2013, where he asserted that excellence in planning and implementing projects will be achieved if the organization owns training personnel who have earned Project Management Certifications and accomplished project management certificate programmes.

Table 4.12 Descriptive statistics for Project Management Training

Statistics

	I have been trained in project management	The organization conducts continued training for the employees specifically in project management	Trainings are externally organized	The organization sponsors employees to learn at higher levels in project management courses
N Valid	47	47	47	47
Missing	0	0	0	0
Mean	4.3191	3.6809	3.7660	3.2128
Median	5.0000	4.0000	4.0000	3.0000
Mode	5.00	3.00	4.00	2.00
Std. Deviation	.86241	.75488	.88986	1.15976
Variance	.744	.570	.792	1.345
Skewness	-1.107	.614	-.671	.263
Std. Error of Skewness	.347	.347	.347	.347
Kurtosis	.445	-.969	-.070	-1.457
Std. Error of Kurtosis	.681	.681	.681	.681
Range	3.00	2.00	3.00	3.00
Minimum	2.00	3.00	2.00	2.00
Maximum	5.00	5.00	5.00	5.00

Aggregate Mean 3.74
Aggregate Std D 0.675

4.3.3 Project Communication

The third objective was to determine the effect of Project Communication on project implementation by Grassroot Support NGOs in Kenya. This section presents descriptive statistics on Project Communication as the independent variable. Project Communication was operationalized by reference to the following indicators; Communication channels used in projects are effective, we hold meetings frequently to discuss the progress and challenges we encounter during the implementation of the project, a chain of command is used when communicating to employees and there is misunderstanding of information during implementation. Findings are as follows:

Communication channels used in projects are effective

This was the first item under project communication. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the employees had been trained in project management. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project communication. The Likert scale mean score will be interpreted as the following;

1.00 to1.49   Strongly Disagree
1.5 to 2.49   Disagree
2.50 to 3.49   Undecided
3.50 to 4.49   Agree
4.50 to 5.00   Strongly Agree

A mean of 3.7660 indicates that respondents agreed that Communication channels used in projects are effective.

We hold meetings frequently to discuss the progress and challenges we encounter during the implementation of the project

This was the second item under project communication. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the team held meetings frequently to discuss the progress and challenges encountered during the implementation of the project. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project communication. The Likert scale mean score will be interpreted as the following;

1.00 to1.49   Strongly Disagree
1.5 to 2.49   Disagree
2.50 to 3.49   Undecided
3.50 to 4.49   Agree
4.50 to 5.00   Strongly Agree

A mean of 3.4681 was realized and this indicated that respondents were undecided whether or not meetings were held frequently to discuss the progress and challenges they encountered during the implementation of the project.

A chain of command is used when communicating to employees

This was the third item under project communication. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the team was communicated to using a chain of command during the implementation of the project. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project communication. The Likert scale mean score will be interpreted as the following;

1.00 to1.49   Strongly Disagree

1.5 to 2.49   Disagree

2.50 to 3.49   Undecided

3.50 to 4.49   Agree

4.50 to 5.00   Strongly Agree

A mean of 3.8085 was achieved and it indicates that the respondents agreed that a chain of command was used when communicating to employees.

**There is misunderstanding of information during implementation**

This was the fourth item under project communication. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the team misunderstood information during the implementation of the project. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding project communication. The Likert scale mean score will be interpreted as the following;

1.00 to1.49   Strongly Disagree

1.5 to 2.49   Disagree

2.50 to 3.49   Undecided

3.50 to 4.49   Agree

4.50 to 5.00   Strongly Agree

A mean of 2.3830 indicates that the respondents disagreed that there was misunderstanding of information during implementation. The findings imply that communication in GSNGOs was effective as shown in Table 4.13.

Table 4.13 Descriptive statistics: Likert Scale for Project Communication
Statistics

		Communication channels used in projects are effective	Meetings are held frequently to discuss the progress and challenges we encounter during the implementation of the project	A chain of command is used when communicating to employees	There is misunderstanding of information during implementation
N	Valid	47	47	47	47
	Missing	0	0	0	0
Mean		3.7660	3.4681	3.8085	2.3830
Median		4.0000	3.0000	4.0000	2.0000
Mode		4.00	3.00	4.00	1.00a
Std. Deviation		.86509	.50437	.96995	1.27779
Variance		.748	.254	.941	1.633
Skewness		-.779	.132	-.941	.273
Std. Error of Skewness		.347	.347	.347	.347
Kurtosis		.188	-2.073	-.003	-1.641
Std. Error of Kurtosis		.681	.681	.681	.681
Range		3.00	1.00	3.00	3.00
Minimum		2.00	3.00	2.00	1.00
Maximum		5.00	4.00	5.00	4.00

a.   **Multiple modes exist. The smallest value is shown**
Aggregate Mean 3.36
Aggregate Std.D 0.468

The study also aimed at establishing how communication flows in the organizations. Most of the respondents (55.3%) affirmed that the flow of communication is multi-directional (see Figure 4.7). They were followed by 38.3% who stated that the flow of

communication was Top-Bottom. Those who felt that the flow was Bottom-up were 6.4%.

Top-bottom   Bottom-up   Multi-directional
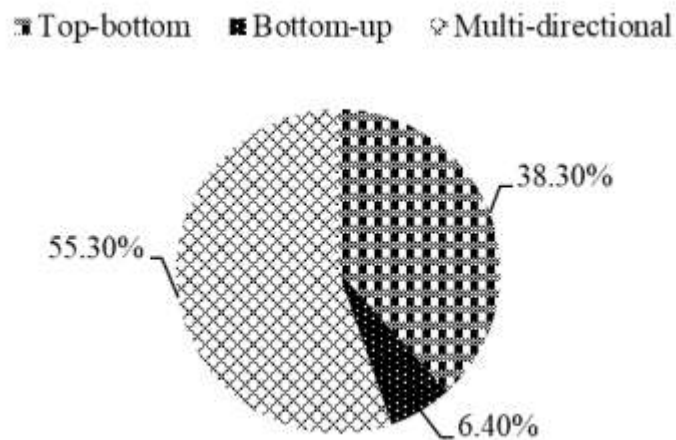
Figure 4.7: Flow of communication in the organizations

The study also aimed at determining how the team members receive information on project objectives. The highest percentage of respondents (48.9%) stated that it was through meetings (see Figure 4.8). Those who received information through other means other than the mentioned (25.5%) followed. They were followed by 17% who received the information through email. Newsletters were chosen by the least number of respondents (8.5%).
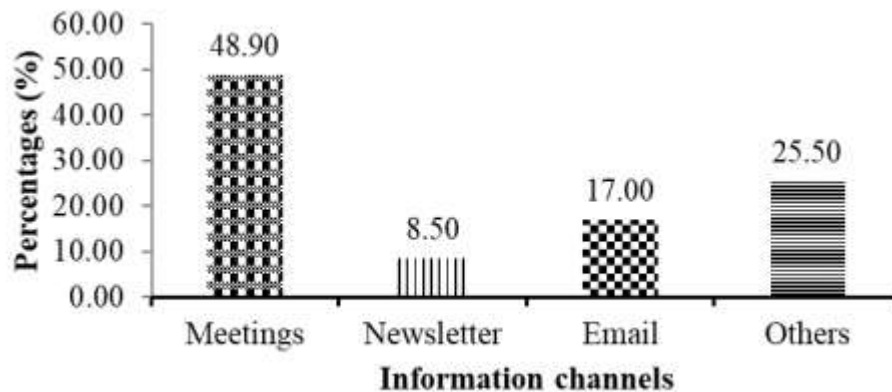
Figure 4.8: Channels by which team members receive information on progress of project objectives

The study sought to establish the extent to which the project objectives were being clearly communicated. Most of the respondents (48.9%) stated that the extent was very high, followed by 40.4% who felt that the extent was high (see Table 4.14). Respondents who felt the extent was moderate were 8.5% and only 2.1% felt that there was no clear communication of the project objectives. On the extent to which communication in the organization is regular enough for effective implementation of projects, 39.1% of the respondents, who were the majority, felt that the extent was moderate. They were followed by 37% of the respondents who affirmed that the extent was high. Only 23.9% of the respondents felt that the extent was very high. None of the respondents affirmed that communication was not regular enough for effective implementation of projects.

Table 4.14: Clarity and regularity of communication of project objectives

Opinion Statement	VH	H	M	L	VL	
	%	%	%	%	%	TOTAL
Project objectives are clearly communicated	48.9	40.4	8.6	2.1	0	100
Communication is regular enough for effective implementation of projects	23.9	37.0	39.1	0	0	100

VH=Very High   H= High   M= Moderate   L=Low   VL= Very Low

The study also sought to establish the gaps and challenges of communication in the organization. Not feeling valued was the biggest challenge and gap at 35.1% (see Table 4.15). It was followed by no or limited advancement potential and multiple challenges which were each selected by 21.6% of the respondents. Both poor communication from management and unclear project strategy followed, each having been selected by 10.8% of the respondents. The findings imply that the flow of communication in the organization has a significant positive effect on project implementation by Grass-root Support NGOs in Kenya.

Descriptive statistics indicated that multi-directional communication was highly rated as being the most effective in implementation of projects by Grassroots Support NGOs in Kenya while top-down communication on the other hand was rated second. This rationalized the genuine effect of clear communications in project management. The findings on the extent of how the team members received information on project objectives implied that the factor affected project implementation significantly.

The extent to which respondents felt communication in the organization was regular enough for effective implementation of projects implied a big degree of effect as well and this made it statistically significant. These results can be collaborated by studies done by Mulube in 2018 and Letting in 2019. The studies concluded that lack of clear multidirectional flow of communication hindered the effective implementation of project strategic plans.

Table 4.15: Identifiable gaps and challenges of communication in the organizations

Frequency		Percentage	Cumulative Percentage
Poor communication from management	4	10.8	**10.8**
Unclear project strategy	4	10.8	**21.6**
No or limited advancement potential	8	21.6	**43.2**
Not feeling valued	13	35.1	**78.4**
Multiple of above factors	8	21.6	**100.0**

Total	**37**	**100.0**

4.3.4 Organizational Culture

The fourth objective was to determine the effect of organizational Culture on project implementation by Grassroot Support NGOs in Kenya. This section presents descriptive statistics on organizational Culture as the independent variable. Organizational Culture was operationalized by reference to the following indicators; Working environment is conducive for project implementation; Employees are subjected to disciplinary measures when necessary; Employees are rewarded for excellent performance; The organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects. Findings are as follows:

Working environment is conducive for project implementation

This was the first item under organizational Culture. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the working environment was conducive for project implementation. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding organizational culture. The Likert scale mean score will be interpreted as the following;

1.00 to1.49	Strongly Disagree
1.5 to 2.49	Disagree
2.50 to 3.49	Undecided
3.50 to 4.49	Agree
4.50 to 5.00	Strongly Agree

Table 4.30 shows that a mean of 3.7660 indicates that respondents agreed that working environment was conducive for project implementation.

Employees are subjected to disciplinary measures when necessary

This was the second item under organizational Culture. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to measure the extent to which the employees were subjected to disciplinary measures when necessary. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding organizational culture. The Likert scale mean score will be interpreted as the following;

1.00 to1.49	Strongly Disagree
1.5 to 2.49	Disagree
2.50 to 3.49	Undecided
3.50 to 4.49	Agree
4.50 to 5.00	Strongly Agree

A mean of 3.7872 respondents agreed that employees were subjected to disciplinary measures when necessary.

Employees are rewarded for excellent performance

This was the third item under organizational Culture. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to measure the extent to which the employees were rewarded for excellent performance. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding organizational culture. The Likert scale mean score will be interpreted as the following;

      1.00 to1.49   Strongly Disagree

      1.5 to 2.49   Disagree

      2.50 to 3.49   Undecided

      3.50 to 4.49   Agree

      4.50 to 5.00   Strongly Agree

A mean of 3.4043 indicated that respondents were undecided whether employees were rewarded for excellent performance.

The organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects

This was the fourth item under organizational Culture. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the organization engaged or partnered with different stakeholders to ensure successful implementation of the projects. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding organizational culture. The Likert scale mean score will be interpreted as the following;

      1.00 to1.49   Strongly Disagree

      1.5 to 2.49   Disagree

      2.50 to 3.49   Undecided

      3.50 to 4.49   Agree

4.50 to 5.00   Strongly Agree

A mean of 3.7021 indicates that the respondents agreed that the organization engaged or partnered with different stakeholders to ensure successful implementation of the projects. The aggregate mean was 3.81 which means that the organization culture was found to be effective. These results can be supported by a research done by Awino in 2007 which asserted that a successful organization most probably had a strong culture running through their ranks and systems.

Table 4.16 Correlation between Organizational Culture and Implementation of Projects

		Working environment is conducive for project implementation	Employees are subjected to disciplinary measure when necessary	Employees are rewarded for excellent performance	The organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects
N	Valid	47	47	47	47
	Missing	0	0	0	0
Mean		4.3617	3.7872	3.4043	3.7021
Median		4.0000	4.0000	3.0000	4.0000
Mode		4.00	4.00	3.00	4.00
Std. Deviation		.60525	.50803	.74190	.83184
Variance		.366	.258	.550	.692
Skewness		-.359	-.341	.511	-2.221
Std. Error of Skewness		.347	.347	.347	.347
Kurtosis		-.614	.142	.069	5.464
Std. Error of Kurtosis		.681	.681	.681	.681
Range		2.00	2.00	3.00	4.00
Minimum		3.00	3.00	2.00	1.00
Maximum		5.00	5.00	5.00	5.00

Aggregate Mean 3.81

Aggregate Std.D 0.434

The study also sought to establish the opinion of respondents on the general organizational culture and whether it was suitable for the implementation of projects.

Majority of the respondents (66%) felt that it was conducive (see Table 4.17). Those who stated it was non-conducive followed at 31.9%. Only 2.1% affirmed that it was not effective.

Table 4.17: Culture of the organizations in relation to implementation of projects

Frequency		Percentage	Cumulative Percentage
Conducive	31	66.0	66.0
Not conducive	15	31.9	97.9
Not effective	1	2.1	100.0
Total	47	100.0	

4.3.5 Organizational Resources

The fifth objective was to determine the effect of Organizational Resources on project implementation by Grassroot Support NGOs in Kenya. This section presents descriptive statistics on Organizational Resources as the independent variable. Organizational Resources was operationalized by reference to the following indicators; Funding for the projects is adequate; The organization has the right number of competent employees; The organization is able to sustain itself without external funding; There have been cases of misappropriation of financial resources. Findings are as follows:

Funding for the projects is adequate

This was the first item under Organizational Resources. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the working environment was conducive for project implementation. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding Organizational Resources. The Likert scale mean score will be interpreted as the following;

    1.00 to1.49   Strongly Disagree
    1.5 to 2.49   Disagree
    2.50 to 3.49   Undecided
    3.50 to 4.49   Agree

4.50 to 5.00   Strongly Agree

A mean of 2.5106 (see table 4.36) indicates that respondents were undecided whether the funding of the projects is adequate.

The organization has the right number of competent employees;

This was the second item under Organizational Resources. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the working environment was conducive for project implementation. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding Organizational Resources. The Likert scale mean score will be interpreted as the following;

1.00 to1.49   Strongly Disagree

1.5 to 2.49   Disagree

2.50 to 3.49   Undecided

3.50 to 4.49   Agree

4.50 to 5.00   Strongly Agree

A mean of 3.4043 indicates that the responded were undecided whether the organization has the right number of competent employees,

The organization is able to sustain itself without external funding;

This was the third item under Organizational Resources. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the working environment was conducive for project implementation. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding Organizational Resources. The Likert scale mean score will be interpreted as the following;

1.00 to1.49   Strongly Disagree

1.5 to 2.49   Disagree

2.50 to 3.49   Undecided

3.50 to 4.49   Agree

4.50 to 5.00   Strongly Agree

A mean of 2.7872 indicates that the respondent were undecided whether the organization is able to sustain itself without external funding

There have been cases of misappropriation of financial resources

This was the fourth item under Organizational Resources. Respondents were asked to provide answers to 4 Likert items in the questionnaire that were used to rate the extent to which the working environment was conducive for project implementation. Responses were measured by a five-point Likert scale where options were Strongly agree, Agree, Undecided, Disagree and Strongly disagree. The mean of the items was computed to assess the extent to which respondents agreed or disagreed with views regarding organizational resources. The Likert scale mean score will be interpreted as the following;

1.00 to1.49   Strongly Disagree

1.5 to 2.49   Disagree

2.50 to 3.49   Undecided

3.50 to 4.49   Agree

4.50 to 5.00   Strongly Agree

A mean of 3.2979 indicates that the respondents were undecided whether there have been cases of misappropriation of financial resources.

Table 4.18 Descriptive statistics for Organizational Resources

Statistics

		The funding of the projects is adequate	The organization has the right number of competent employees	The organization is able to sustain itself without external funding	There have been cases of misappropriation of financial resources
N	Valid	47	47	47	47
	Missing	0	0	0	0
Mean		2.5106	3.4043	2.7872	3.2979
Median		2.0000	3.0000	3.0000	3.0000
Mode		2.00	3.00a	3.00	4.00
Std. Deviation		.68754	.61360	.72039	.74934
Variance		.473	.377	.519	.562
Skewness		1.008	-.502	-.748	-.557
Std. Error of Skewness		.347	.347	.347	.347
Kurtosis		-.179	-.581	.927	-.992
Std. Error of Kurtosis		.681	.681	.681	.681
Range		2.00	2.00	3.00	2.00
Minimum		2.00	2.00	1.00	2.00
Maximum		4.00	4.00	4.00	4.00

a. Multiple modes exist. The smallest value is shown

4.4 Diagnostic Tests for Statistical Assumptions and Analysis

To guarantee that basic assumptions for parametric testing were met, tests for statistical assumptions and analysis were required. Reliability Test, Content Validity, Tests for Factorability and Sphericity: Kaiser Meyer-Olkin and Bartlett, Test of Normality, Multicollinearity, Test of Homoscedasticity and Linearity Test are common assumptions for parametric tests. As a result, our study went on to evaluate these assumptions to guarantee that they were followed.

4.4.1 Reliability Test

The scales used were subjected to reliability test using Cronbach's Alpha coefficient (Leedy & Ormrod, 2010) in order to ensure that they measured consistently what they are supposed to measure. In general, alpha coefficients should be above 0.7 at a minimum to be considered as having good strength of association (Heppner and Heppner, 2004). George and Mallery (2003) provide the following rules of thumb: "_

> .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and _ < .5 – Unacceptable"

Table 4.19 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.744	6

4.4.2 Content Validity

Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Kennedy, 2008). It is not usually measured quantitatively. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. The researcher arrived at content validity through involving two experts or professionals before the pilot test: one to assess what concept the instrument was trying to measure and the other to determine whether the set of items or checklist provided accurately represented the concept under study. Items that failed to measure the variables they were intended to measure were modified or discarded completely. The ones which remained were highly related to the variables in the study.

4.4.3 Tests for Factorability and Sphericity: Kaiser Meyer-Olkin and Bartlett Test

Factorability is the assumption that there are at least some correlations amongst the variables so that coherent factors can be identified. There should be some degree of collinearity among the variables (Hennink & Hutter, 2011). To assess the factorability of items, Kaiser Meyer-Olkin Measure of Sampling adequacy and Barlett's Test of Sphericity was examined. The tests were generated by SPSS 26 and helped to assess the factorability of data or suitability of data for structure detection (Hennink & Hutter, 2011). Kaiser-Meyer-Olkin (KMO) test was used to assess sampling adequacy. The index ranges from 0 to 1. For an adequate sample, the KMO test statistic should be greater than 0.5. Table 4.20 shows KMO statistics of 0.487 which is less than the convectional probability value of 0.5. This implies the sample was not adequate for factor analysis.

Table 4.20 Tests for Factorability and Sphericity

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.487
Bartlett's Test of Sphericity	Approx. Chi-Square	171.229
	df	15
	Sig.	.000

4.4.4 Test of Normality

Tests of normality were conducted to determine whether the distribution was normal. This was fundamental to determine appropriate tests to be conducted and make sure that assumptions of normal distribution were not violated (Shapiro and Wilk, 1965). To test for the normality of the dependent variable (Project Implementation by Grassroot Support Non-Governmental Organizations), Kolmogorov-Smirnova (K-S) and Shapiro-Wilk tests were conducted. Kolmogorov-Smirnov and Shapiro-Wilk tests for normality are used to detect all departures from normality (Shapiro & Wilk, 1965). The tests reject the hypothesis of normality when the P-value is less than or equal to 0.05.

Table 4.21 shows that the Kolmogorov-Smirnova and Shapiro-Wilk statistics were 0.297 and 0.845 respectively. The associated P-value was .000 and .000 for Kolmogorov-Smirnova and Shapiro-Wilk statistics respectively. Since the P-values were less than the significance level (0.05) (were significant at $p<.05$), implies that the variable does not follow a normal distribution. The data represented in table 4.21 and figure 4.9 indicate that based on the computed significant test statistics, for Kolmogorov-Smirnov and Shapiro Wilk tests, normality of dependent variable was not maintained.

Table 4.21 Test of Normality

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Implementation of projects by Grassroot Support NGOs	.297	47	.000	.845	47	.000

a. Lilliefors Significance Correction
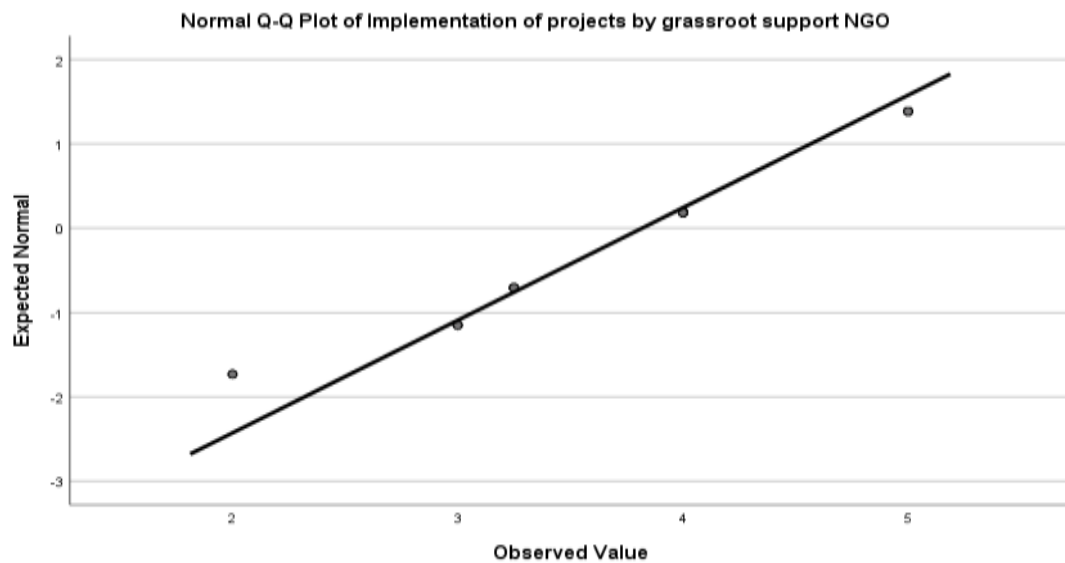
Figure 4.9 Test of Normality

4.4.5 Multicollinearity

Multicollinearity occurs in statistics where two or more predictor variables in a multiple regression model are highly correlated. According to Saleemi (2009), high level of collinearity will increase the probability of a good predictor. Collinearity statistics will show the problem of multicollinearity in the forms of Variance Inflation Factor (VIF) and Tolerance Value. VIF is to measure how much the variance of the regression coefficients is inflated by multicollinearity problems and a maximum acceptable VIF would be 5.0 and anything higher would indicate a problem with multicollinearity.

Tolerance value is to measure the amount of variance in an independence variable that is not explained by other independent variables (Saleemi, 2009). If the tolerance value is smaller than 0.10 it indicates a problem of multicollinearity. Based on the table 4.22, the VIF for all construct were less than 5.0 and the range of Tolerance Value is

around 0.5 and 0.2. This indicates that the problem of multicollinearity was not significant in this research.

Table 4.22 Multicollinearity

Coefficients a

Model		Collinearity Statistics	
		Tolerance	VIF
1	Team leadership	.400	2.499
	Project Management Training	.262	3.813
	Project communication	.500	1.999
	Organizational Culture	.599	1.669
	Organizational resources	.304	3.286
a. Dependent Variable: Implementation of projects by Grass-root Support NGOs			

4.4.6 Homoscedasticity

Furthermore, homoscedasticity was tested to establish whether or not the variance of errors between the dependent and independent variables is the same across all levels of the independent variable. When homoscedasticity is absent it leads to serious weakening of analysis and distortion of findings (Williams, 2015). Regression analysis thus assumes homoscedasticity (variance of errors is the same), however the test for this assumption must be carried out.

The Levine's test of homogeneity of variances was thus used in the current study and according to (Williams, 2015) the Levine statistic is significant at α= 0.05, which implies that at a p value greater than 0.05 there is homoscedasticity and hence regression analysis can be applied. Table 4.23 shows the results. From the results in Table 4.23, P-values of Levine's test of homogeneity of variances were greater than 0.05. The test therefore was significant at α= 0.05 confirming homogeneity.

Table 4.23: Test of Homoscedasticity

Levine's Test of Equality of Error Variances

Dependent Variable: Project Implementation by Grass-root Support Non-Governmental Organizations

F	df1	df2	Sig.
.958	36	10	.571

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Project leadership + Project management training+ Project communication +Organizational culture +Organizational resources

4.5 Inferential Statistics

Inferential statistics deal with inferences about the population based on the results obtained from the sample. The more representative the sample is, the more generalizable the results will be to the population. Hypothesis techniques are used to generalize from the sample to the population. This is referred to as inferential statistics (Mugenda &Mugenda, 2006).

4.5.1 Team Leadership and Project Implementation

In this study, the Pearson correlation coefficient was used to determine the magnitude and the direction of the relationship between the Team Leadership and project implementation by Grassroot Support NGOs. Correlation coefficients was the statistical method utilized to explore the variables: Implementation of projects and independent variable Team Leadership; (*the team leadership has been ensuring all the resources are utilized for intended purpose; Everyone is involved in decision making; team leadership is accessible to consult on project issues and there is transparency in the organization matters*)

The results of the correlation analysis are presented in (Table 4.24). The findings reveal that there was a strong positive correlation r= (0.163) between Team Leadership has been ensuring all the resources are utilized for intended purpose and implementation of projects. The correlation was not found statistically significant since the p-value of 0.273 was greater than 0.01 & 0.05. The study established there was a negative correlation r= (-0.114) between everyone is involved in decision making and implementation of projects. The correlation was not found statistically significant since the p-value of 0.466 was greater than 0.01 & 0.05.

The study found out that there was a positive correlation r= (0.131) between the Team Leadership was accessible to consult on project issues and implementation of projects. This was not found statistically significant since the p-value of 0.382 was greater than 0.01 & 0.05. Lastly, there was positive correlation between transparency in the organization matters and implementation of projects. The correlation was found statistically significant since the p-value of 0.004 was less than 0.01 & 0.05.

Qualitative results from interviews indicated that there was strong positive correlation between the indicators of Team Leadership and project implementation. This means that Team Leadership was helping the implementation of projects to take place effectively in their organisations. Results from observation also had a strong positive correlation but at slightly lower strength than those of questionnaires and interviews. This may indicate that implementation was not taking place as effectively as the respondents were implying.

These findings imply that an increase in the Team Leadership leads to an increase in implementation of projects by Grassroot Support NGOs in Kenya and vice versa. The findings obtained concur with Wambui (2006) who conducted a case study on major factors that affect project management locally and concluded that inexperienced project managers, poor communication, poor monitoring and control systems negatively affected the project management efficiency. On Project Management Training, the findings agree with Camilleri (2021) who concluded that through good training and development of human resource, other resources become viable and are closely monitored to achieve strategic goals.

Table 4:24 Correlation between Team Leadership and implementation

Correlations		Implementation of projects by GSNGOs	The team leadership has been ensuring all the resources are utilized for intended purpose	Everyone is involved in decision making	The team leadership is accessible to consult on project issues	There is transparency in the organization matters
Implementation of projects by GSNGOs	Pearson Correlation	1	.163	-.114	.131	.409**
	Sig. (2-tailed)		.273	.446	.382	.004
	N	47	47	47	47	47
The team leadership has been ensuring all the resources are utilized for intended purpose	Pearson Correlation	.163	1	-.076	.487**	-.091
	Sig. (2-tailed)	.273		.612	.001	.545
	N	47	47	47	47	47
Everyone is involved in decision making	Pearson Correlation	-.114	-.076	1	.507**	-.020
	Sig. (2-tailed)	.446	.612		.000	.896
	N	47	47	47	47	47
The team leadership is accessible to consult on project issues	Pearson Correlation	.131	.487**	.507**	1	-.240
	Sig. (2-tailed)	.382	.001	.000		.104
	N	47	47	47	47	47
There is transparency in the organization matters	Pearson Correlation	.409**	-.091	-.020	-.240	1
	Sig. (2-tailed)	.004	.545	.896	.104	
	N	47	47	47	47	47
**. Correlation is significant at the 0.01 level (2-tailed).						

Model Summary

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (Team Leadership) which is measured by the following indicators (*The team leadership has been ensuring all the resources are utilized for intended purpose; Everyone is involved in decision making; the team leadership is accessible to consult on project issues and there is transparency in the organization matters*).

The four indicators that measure the independent variable that was studied, explain only 29.3% of the effects of the predictors on the implementation of projects by GSNGOs as represented by the R^2 which means that other factors not studied in this research contribute 70.7% of the effects of the independent variables on the implementation of projects (Table 4.25).

Table 4.25: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542[a]	.293	.226	.65928

a. Predictors: (Constant), There is transparency in the organization matters, everyone is involved in decision making, the team leadership has been ensuring all the resources are utilized for intended purpose, to project leadership is accessible to consult on project issues

ANOVA Model

Study findings in ANOVA (table 4.26) indicated that the above-discussed coefficient of determination was significant as evidence of an F ratio of 4.361 with a p-value 0.005< 0.05 (level of significance). Thus, the model was fit to predict the implementation of projects by GSNGOs using Team Leadership.

Table 4.26 ANOVA Model

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.583	4	1.896	4.361	.005ᵇ
	Residual	18.255	42	.435		
	Total	25.838	46			

a. Dependent Variable: Implementation of projects by GSNGOs
b. Predictors: (Constant), There is transparency in the organization matters, everyone is involved in decision making, the team leadership has been ensuring all the resources are utilized for intended purpose, to project leadership is accessible to consult on project issues

Hypothesis Testing

The results of quantitative data were further subjected to regression analysis to test the hypothesis on this variable;

H_{a1}: Team Leadership has a positive significant effect on project implementation by Grassroot Support NGOs in Kenya.

Hence hypothesis one was tested using the model

$$Y1 = \beta 0 + \beta 1 X1 \dots \varepsilon$$

Where:

Y1=Implementation of projects by GSNGOs

X1 = Team Leadership

β0=Y-intercept (the constant term)

β1= the coefficient the first independent variable.

ε = error term.

The result of the test is represented in (table 4.27)

Findings in Table 4.27 showed that Team Leadership has been ensuring all the resources are utilized for intended purpose had coefficients of the estimate which was not significant basing on $\beta 1 = -0.019$ (p-value 0.894 which is greater than $\alpha = 0.05$), everyone is involved in decision making had coefficients of the estimate which was not significant basing on $\beta 1 = -0.477$ (p-value = 0.064 which is greater than $\alpha = 0.05$), team leadership is accessible to consult on project issues had coefficients of the

estimate which was significant basing on β1 = -0.580 (p-value = 0.037 which is less than α = 0.05). Lastly, transparency in the organization had coefficients of the estimate which was significant basing on β1 = -0.299 (p-value = 0.001 which is less than α = 0.05). Therefore, we accept the hypothesis and conclude that there is a strong positive relationship between Team Leadership (*team leadership is accessible to consult on project issues & transparency in the organization matter*s) and project implementation by Grassroot Support NGOs in Kenya. The findings of this study are in tandem with Aosa, (2016) who in his study concluded that management was the key factor that influenced strategic plans formulation and implementation.

Table 4.27 Coefficient estimate Team Leadership

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.414	.907		2.660	.011
	The team leadership has been ensuring all the resources are utilized for intended purpose	-.019	.140	-.022	-.133	.894
	Everyone is involved in decision making	-.477	.250	-.321	-1.905	.064
	To project leadership is accessible to consult on project issues	.580	.269	.424	2.153	.037
	There is transparency in the organization matters	.299	.080	.502	3.714	.001

a. Dependent Variable: Implementation of projects by GSNGOs

4.5.2 Project Management Training

In this study, the Pearson correlation coefficient was used to determine the magnitude and the direction of the relationships between the Project Management Training and project implementation in GSNGOs. Correlation coefficients was the statistical method utilized to explore the variables: Implementation of projects and the independent variable Project Management Training which is measured by the following indicators; (*I have been trained in project management; The organization conducts continued training for the employees specifically in project management;*

Trainings are externally organized; The organization sponsors employees to learn at higher levels on project management courses).

The results of the correlation analysis are presented in (Table 4.28). The findings reveal that there was a positive correlation r= (0.091) between training employee in project management and implementation of projects. The study established there was a negative correlation r= (-0.027) between organization conducts continued training for the employees specifically in project management and implementation of projects. The study found out that there was a positive correlation r= (0.196) between Trainings are externally organized and implementation of projects. Lastly, there was positive correlation r= (0.33) between organization sponsors employees to learn at higher levels on project management courses and implementation of projects by GSNGOs.

Qualitative results from interviews indicated that there was a negative correlation between the indicators of Project management Training and project implementation. This means that Project Management Training was not helping the implementation of projects to take place effectively in their organisations. Results from observation had a medium positive correlation compared to those of questionnaires and interviews. This may indicate that Project management Training was helping implementation to take place but not effectively as the respondents were not trained.

Table 4:28 Correlation between project management training and implementation of projects support

Correlations

		Implementation of projects by GSNGOs	I have been trained in project management	The organization conducts continued training in project management	Trainings are externally organized	The organization sponsors employees to learn at higher levels on project management courses
Implementation of projects By GSNGOs	Pearson Correlation	1	.091	-.027	.196	.033
	Sig. (2-tailed)		.542	.855	.187	.827
	N	47	47	47	47	47
I have been trained in project management	Pearson Correlation	.091	1	.060	.128	.235
	Sig. (2-tailed)	.542		.690	.392	.112
	N	47	47	47	47	47
The organization conducts continued training for the employees specifically in project management	Pearson Correlation	-.027	.060	1	.372*	.725**
	Sig. (2-tailed)	.855	.690		.010	.000
	N	47	47	47	47	47
Trainings are externally organized	Pearson Correlation	.196	.128	.372*	1	.639**
	Sig. (2-tailed)	.187	.392	.010		.000
	N	47	47	47	47	47
The organization sponsors employees to learn at higher levels on project management courses	Pearson Correlation	.033	.235	.725**	.639**	1
	Sig. (2-tailed)	.827	.112	.000	.000	
	N	47	47	47	47	47

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Model Summary

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the independent variable (Project Management Training) which is measured by the following indicators *(I have been trained in project management; The organization conducts continued training for the employees specifically in project management; Trainings are externally organized; The organization sponsors employees to learn at higher levels on project management courses).*

The four indicators that measured the independent variable that was studied explain only 62% of the effects of the predictors on the implementation of projects as represented by the R^2 which means that other factors not studied in this research contribute 38 % of the effects of the independent variable on the implementation of projects by GSNGOs. (Table 4.29)

Table 4.29: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.249 a	.062	-.027	.75969

a. Predictors: (Constant), The organization sponsors employees to learn at higher levels on project management courses, I have been trained in project management, Trainings are externally organized, the organization conducts continued training for the employees specifically in project management

ANOVA Model

Study findings in ANOVA (table 4.30) indicated that the above-discussed coefficient of determination was significant as evidence of an F ratio of 0.692 with a p-value 0.602> 0.05 (level of significance). Thus, the model was not fit to predict the implementation of projects by GSNGOs using Project Management Training.

Table 4.30: ANOVA Model Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.598	4	.400	.692	.602b
	Residual	24.240	42	.577		
	Total	25.838	46			

a. Dependent Variable: Implementation of projects by GSNGOs
b. Predictors: (Constant), The organization sponsors employees to learn at higher levels on project management courses, I have been trained in project management, Trainings are externally organized, the organization conducts continued training for the employees specifically in project management

Hypothesis Testing

The results of quantitative data were further subjected to regression analysis to test the hypothesis on this variable;

H_{a2}: Project Management Training has a positive significant effect on project implementation by Grassroot Support NGOs in Kenya

Hence hypothesis two was tested using the model

1; $Y1=\beta0 + \beta2X2 \ldots+\varepsilon$

Where:

Y1=Implementation of projects by GSNGOs

X1 = Project Management Training

$\beta0$=Y-intercept (the constant term)

$\beta1$= the coefficient the first independent variable.

$\varepsilon1$ = error term.

The result of the test is represented in (table 4.31)

Findings in Table 4.31 showed employees being trained in project management had coefficients of the estimate which was not significant basing on $\beta1 = 0.080$ (p-value 0.554 which is greater than $\alpha = 0.05$), the organization conducts continued training for the employees specifically in project management had negative coefficients of the estimate which was not significant basing on $\beta1 = -0.029$ (p-value = 0.896 which is

greater than α = 0.05). Trainings are externally organized had coefficients of the estimate which was significant basing on β1 = 0.248 (p-value =0.143 which is greater than α = 0.05).

Lastly, the organization sponsors employees to learn at higher levels on project management courses had coefficients of the estimate which was significant basing on β1 =-0.101 (p-value = 0.574 is greater than α = 0.05). Therefore, we reject the hypothesis and conclude that there is a weak positive relationship between Project Management Training and project implementation by Grassroot Support NGOs in Kenya. The findings of this study agree with (Pearce, 2009) in his study which concluded that it is through good training and development of human resource that other resources become viable and closely monitored to achieve strategic goals.

Table 4.31 Coefficient estimate for Project Management Training

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.970	.950		3.126	.003
	I have been trained in project management	.080	.136	.092	.589	.559
	The organization conducts continued training for the employees specifically in project management	-.029	.222	-.029	-.132	.896
	Trainings are externally organized	.248	.166	.295	1.491	.143
	The organization sponsors employees to learn at higher levels on project management courses	-.101	.178	-.156	-.566	.574
a. Dependent Variable: Implementation of projects by GSNGOs						

4.5.3 Project Communication

In this study, the Pearson correlation coefficient was used to determine the magnitude and the direction of the relationship between the Project Communication and project implementation by GSNGOs. Correlation coefficients were the statistical method utilized to explore the variables: Implementation of projects and independent variable Project Communication which is measured by the following indicators; (*Communication channels used in projects are effective; we hold meetings frequently to discuss the progress and challenges we encounter during the implementation of the project ; A chain of command is used when communicating to employees and There is misunderstanding of information during implementation*)

The results of the correlation analysis are presented in (Table 4.32). The findings reveal that there was a positive strong correlation r= (0.537**) between communication channels used in projects and they are effective. The study established there was positive strong correlation r= (0.516**) between holding meetings frequently to discuss the progress and challenges we encounter during the implementation of the project and implementation of projects. The study found out that there was a strong positive correlation r= (0.639**) between a chain of command is used when communicating to employees and project implementation. Lastly, there was a negative correlation r= (-0.339) between misunderstanding of information and implementation of projects.

Qualitative results from interviews indicated that there was strong positive correlation between the indicators of Project Communication and project implementation. This means that Project Communication was helping the implementation of projects to take place effectively in their organisations. Results from observation also showed a strong positive correlation. This indicates that Project Communication was helping implementation to take place effectively.

Table 4:32 Correlation between project Communication and implementation of projects support

Correlations

		Implementation of projects by GSNGOs	Communication channels used in projects are effective	Meetings are frequent to discuss the progress and challenges we encounter during the implementation of the project	A chain of command is used in communication	There is misunderstanding of information during implementation
Implementation of projects by GSNGOs	Pearson Correlation	1	.537**	.516**	.639**	-.335*
	Sig. (2-tailed)		.000	.000	.000	.021
	N	47	47	47	47	47
Communication channels used in projects are effective	Pearson Correlation	.537**	1	.257	.256	.004
	Sig. (2-tailed)	.000		.082	.082	.978
	N	47	47	47	47	47
We hold meetings frequently to discuss the progress and challenges we encounter	Pearson Correlation	.516**	.257	1	.587**	-.655**
	Sig. (2-tailed)	.000	.082		.000	.000
	N	47	47	47	47	47
A chain of command is used when communicating to employees	Pearson Correlation	.639**	.256	.587**	1	-.185
	Sig. (2-tailed)	.000	.082	.000		.213
	N	47	47	47	47	47
There is misunderstanding of information during implementation	Pearson Correlation	-.335*	.004	-.655**	-.185	1
	Sig. (2-tailed)	.021	.978	.000	.213	
	N	47	47	47	47	47

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Model Summary

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (Project Communication) which is measured by the following indicators (*Communication channels used in projects are effective; we hold meetings frequently to discuss the progress and challenges we encounter during the implementation of the project; A chain of command is used when communicating to employees and There is misunderstanding of information during implementation*).

The four indicators that measure the independent variable that was studied, explain 62% of the effects of the predictors on the implementation of projects by GSNGOs as represented by the R^2 which means that other factors not studied in this research contribute 38 % of the effects of the independent variables on the implementation of projects. (Table 4.33).

Table 4.33: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.787a	.620	.584	.48349

a. Predictors: (Constant), There is misunderstanding of information during implementation, Communication channels used in projects are effective, A chain of command is used when communicating to employees, we hold meetings frequently to discuss the progress and challenges we encounter during the implementation of the project

ANOVA Model

Study findings in ANOVA (table 4.34) indicated that the above-discussed coefficient of determination was significant as evidence of an F ratio of 17.132 with a p-value 0.00<0.001 (level of significance). Thus, the model was fit to predict the implementation of projects using project communication.

Table 4.34: ANOVA Model

ANOVAa

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.020	4	4.005	17.132	.000b
	Residual	9.818	42	.234		
	Total	25.838	46			

a. Dependent Variable: Implementation of projects

b. Predictors: (Constant), There is misunderstanding of information during implementation, Communication channels used in projects are effective, A chain of command is used when communicating to employees, we hold meetings frequently to discuss the progress and challenges we encounter during the implementation of the project

Hypothesis Testing

The results of quantitative data were further subjected to regression analysis to test the hypothesis on this variable;

H_{a3}: Project Communication has a positive significant effect on project implementation by Grass-root Support NGOs in Kenya

Hence hypothesis three was tested using the model

1; $Y1 = \beta0 + \beta1X1 \ldots + \varepsilon$

Where:

Y1=Implementation of projects by GSNGOs

X1 = Project communication

$\beta0$=Y-intercept (the constant term)

$\beta1$= the coefficient the first independent variable.

$\varepsilon1$ = error term.

The result of the test is represented in (table 4.35)

Findings in Table 4.35 showed communication channels used in projects being effective had coefficients of the estimate which was statistically significant basing on $\beta1 = 0.372$ (p-value 0.00 is less than $\alpha = 0.05$), holdings meetings frequently to discuss the progress and challenges organization encounter during the implementation

of the project had negative coefficients of the estimate which was not significant basing on $\beta 1$ = -0.169 (p-value = 0.497 which is greater than α = 0.05). A chain of command is used when communicating to employees had coefficients of the estimate which was statistically significant basing on $\beta 1$ =0.416 (p-value =0.000 is less than α = 0.01). Lastly, the misunderstanding of information during implementation had coefficients of the estimate which was significant basing on $\beta 1$ = -0.183 (p-value = 0.027 is less than α = 0.05).

Therefore, we accept the hypothesis and conclude that there is a strong positive relationship between Project Communication and project implementation by Grass-root Support NGOs in Kenya. Atieno (2014) conducted a case study on major factors that affect project implementation locally. She concluded that inexperienced project managers, poor communication and poor monitoring and control systems negatively affected the project implementation efficiency.

Table 4.35 Coefficient estimate for Project Communication

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.857	.811		2.289	.027
	Communication channels used in projects are effective	.372	.088	.429	4.232	.000
	We hold meetings frequently to discuss the progress and challenges we encounter during the implementation of the project	-.169	.247	-.114	-.685	.497
	A chain of command is used when communicating to employees	.416	.096	.538	4.322	.000
	There is misunderstanding of information during implementation	-.183	.080	-.312	-2.289	.027
a. Dependent Variable: Implementation of projects by GSNGOs						

4.5.4 Organizational Culture

Correlation analysis was conducted to determine the direction and the strength of the relationship between the dependent variable and independent variable(s). In this study, the Pearson correlation coefficient was used to determine the magnitude and the direction of the relationships between the Organizational Culture and project implementation in projects. Correlation coefficients was the statistical method utilized to explore the variables: Implementation of projects and independent variable Organization Culture which is measured by the following indicators; *(Working environment is conducive for project implementation; Employees are subjected to disciplinary measure when necessary; Employees are rewarded for excellent performance; The organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects)*

The results of the correlation analysis are presented in (Table 4.36). The findings reveal that there was a medium positive correlation r= (0.537**) between working environment being conducive for project implementation and implementation of projects. The study established there was weak positive correlation r= (0.039) between employees being subjected to disciplinary measure when necessary and implementation of projects.

The study found out that there was a medium positive correlation r= (0.213) between employees are rewarded for excellent performance and implementation of projects. Lastly, there was medium positive correlation r= (0.156) between *the organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects* and implementation of projects.

Qualitative results from interviews indicated that there was medium positive correlation between the indicators of Organizational Culture and project implementation. This means that Organizational Culture was helping the implementation of projects to take place in their organisations but not as effectively as expected. Results from observation had a strong positive correlation but at slightly lower strength than those of questionnaires and interviews. This indicates that Organizational Culture was helping implementation to take place effectively.

Table 4:36 Correlation between Organizational Culture and implementation of projects support

Correlations

		Implementation of by GSNGOs projects	Working environment is conducive for project implementation	Employees are subjected to disciplinary measure when necessary	Employees are rewarded for excellence	The organization has ensured successful implementation
Implementation of projects by GSNGOs	Pearson Correlation	1	.075	.039	.213	.156
	Sig. (2-tailed)		.614	.792	.151	.296
	N	47	47	47	47	47
Working environment is conducive for project implementation	Pearson Correlation	.075	1	-.168	-.187	.305*
	Sig. (2-tailed)	.614		.258	.207	.037
	N	47	47	47	47	47
Employees are subjected to disciplinary measure when necessary	Pearson Correlation	.039	-.168	1	.464**	-.050
	Sig. (2-tailed)	.792	.258		.001	.737
	N	47	47	47	47	47
Employees are rewarded for excellence	Pearson Correlation	.213	-.187	.464**	1	.657**
	Sig. (2-tailed)	.151	.207	.001		.000
	N	47	47	47	47	47
The organization has ensured successful implementation	Pearson Correlation	.156	.305*	-.050	.657**	1
	Sig. (2-tailed)	.296	.037	.737	.000	
	N	47	47	47	47	47

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Model Summary

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (Organizational Culture) which is measured by the following indicators (*Working environment is conducive for project implementation; Employees are subjected to disciplinary measure when necessary; Employees are rewarded for excellent performance; The organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects*)

The four indicators that measure the independent variable that was studied explain 74% of the effects of the predictors on the implementation of projects as represented by the R^2 which means that other factors not studied in this research contribute 28 % of the effects of the independent variables on the implementation of projects (Table 4.37).

Table 4.37: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.273[a]	.074	-.014	.75457

a. Predictors: (Constant), The organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects, Employees are subjected to disciplinary measure when necessary, working environment is conducive for project implementation, Employees are rewarded for excellent performance

ANOVA Model

Study findings in ANOVA (table 4.38) indicated that the above-discussed coefficient of determination was significant as evidenced by an F ratio of 0.845 with a p-value 0.505 >0.05 (level of significance). Thus, the model was not fit to predict the implementation of projects using project communication.

Table 4.38: ANOVA Model

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.924	4	.481	.845	.505ᵇ
	Residual	23.914	42	.569		
	Total	25.838	46			

a. Dependent Variable: Implementation of projects

b. Predictors: (Constant), The organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects , Employees are subjected to disciplinary measure when necessary , Working environment is conducive for project implementation, Employees are rewarded for excellent performance

Hypothesis Testing

The results of quantitative data were further subjected to regression analysis to test the hypothesis on this variable;

H$_{a4}$: Organizational Culture has a positive significant effect on project implementation by Grassroot Support NGOs in Kenya

Hence hypothesis four was tested using the model

1; Y1=β0 + β1X1 …+ε

Where:

Y1=Implementation of projects by GSNGOs

X1 = Organization culture

β0=Y-intercept (the constant term)

β1= the coefficient the first independent variable.

ε1 = error term.

The result of the test is represented in (table 4.39)

Findings in Table 4.39 showed that Working environment is conducive for project implementation had coefficients of the estimate which was not statistically significance basing on β1 =0.255 (p-value 0.297 is greater than α 0.05), Employees being subjected to disciplinary measure, when necessary, had negative coefficients of

the estimate which was not significant basing on $\beta1 = -0.229$ (p-value = 0.460 which is greater than $\alpha = 0.05$). Employees being rewarded for excellent performance had positive coefficients of the estimate which was not statistically significant basing on $\beta1 = 0.154$ (p-value =0.154 is greater than 0.05).

Lastly, the organization had engaged or partnered with different stakeholders to ensure successful implementation of the projects had a negative coefficient of the estimate which was not significant basing on $\beta1 = -0.202$ (p-value = 0.458 is greater than $\alpha = 0.05$). Therefore, reject the hypothesis and conclude that there is a weak positive relationship between Organizational Culture and Project Implementation by Grassroot Support NGOs in Kenya.

Table 4.39 Coefficient estimate for Organizational Culture

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.705	1.299		2.083	.043
	Working environment is conducive for project implementation	.255	.241	.206	1.056	.297
	Employees are subjected to disciplinary measure when necessary	-.229	.307	-.155	-.746	.460
	Employees are rewarded for excellent performance	.475	.327	.470	1.453	.154
	The organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects	-.202	.269	-.224	-.750	.458

a. Dependent Variable: Implementation of projects by GSNGOs

4.5.5 Organizational Resources

Pearson correlation coefficient was used to determine the magnitude and the direction of the relationships between the Organizational Resources and Project Implementation by GSNGOs. Correlation coefficients were the statistical method utilized to explore the variables Implementation of projects and independent variable, organizational resources, which is measured by the following indicators (*The funding of the projects is adequate; The organization has the right number of competent employees; The organization is able to sustain itself without external funding; There have been cases of misappropriation of financial resources.*)

The results of the correlation analysis are presented in (Table 4.40). The findings reveal that there was a strong positive correlation r= (0.310*) between the funding of the projects is adequate and implementation of the projects. The study established that there was a strong positive correlation r= (0.541$^{**)}$ between organization having the right number of competent employees and implementation of projects. The study also found that there was a strong positive correlation r= (0.451**) between the organization being able to sustain itself without external funding and implementation of projects. Lastly, there was positive correlation r= (0.427) between there have been cases of misappropriation of financial resources and implementation of projects.

Qualitative results from interviews indicated that there was a strong positive correlation between the indicators of Organizational Resources and project implementation. This means that Organizational Resources were helping the implementation of projects to take place effectively in the organizations. Results from observation also had a strong positive correlation indicating that Organizational Resources were helping the implementation of projects to take place effectively in the organizations.

Table 4:40 Correlation between organizational resources and implementation of projects

Correlations

		Implementation of grass-root projects	The funding of the projects is adequate	The org. has the right number of competent employees	The organization is able to sustain itself without external funding	There have been cases of misappropriation of financial resources
Implementation of grass-root projects	Pearson Correlation	1	.310*	.541**	.451**	.427**
	Sig. (2-tailed)		.034	.000	.001	.003
	N	47	47	47	47	47
The funding of the projects is adequate	Pearson Correlation	.310*	1	.273	.400**	.247
	Sig. (2-tailed)	.034		.063	.005	.094
	N	47	47	47	47	47
The organization has the right number of competent employees	Pearson Correlation	.541**	.273	1	.641**	.063
	Sig. (2-tailed)	.000	.063		.000	.672
	N	47	47	47	47	47
The organization is able to sustain itself without external funding	Pearson Correlation	.451**	.400**	.641**	1	-.122
	Sig. (2-tailed)	.001	.005	.000		.415
	N	47	47	47	47	47
There have been cases of misappropriation of financial resources	Pearson Correlation	.427**	.247	.063	-.122	1
	Sig. (2-tailed)	.003	.094	.672	.415	
	N	47	47	47	47	47

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Model Summary

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (organizational resources) which is measured by the following indicators: *(The funding of the projects is adequate; The organization has the right number of competent employees; The organization is able to sustain itself without external funding; There have been cases of misappropriation of financial).*

The four indicators that measure the independent variable that was studied, explain 49.7% of the effects of the predictors on the implementation of projects by GSNGOs as represented by the R^2 which means that other factors not studied in this research contribute 50.3 % of the effects of the independent variables on the implementation of projects (Table 4.41).

Table 4.41: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.705[a]	.497	.449	.55608

a. Predictors: (Constant), There have been cases of misappropriation of financial resources, The organization has the right number of competent employees, The funding of the projects is adequate, The organization is able to sustain itself without external funding

ANOVA Model

Study findings in ANOVA (table 4.42) indicated that the above-discussed coefficient of determination was significant as evidenced by an F ratio of 10.389 with a p-value 0.00<0.01 (level of significance). Thus, the model was fit to predict the implementation of projects using organization resources.

Table 4.42: ANOVA Model

ANOVA[a] Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.850	4	3.213	10.389	.000[b]
	Residual	12.987	42	.309		
	Total	25.838	46			

a. Dependent Variable: Implementation of grass-root projects

b. Predictors: (Constant), There have been cases of misappropriation of financial resources, The organization has the right number of competent employees, The funding of the projects is adequate, The organization is able to sustain itself without external funding

Hypothesis Testing

The results of quantitative data were further subjected to regression analysis to test the hypothesis on this variable;

H_{a5}: Organizational Resources have a positive significant effect on project implementation by Grass-root Support NGOs in Kenya.

Hence hypothesis five was tested using the model

$$1; Y1=\beta0 + \beta1X1 \ldots+\varepsilon$$

Where:

Y1=Implementation of projects by GSNGOs

X1 = Organizational resources

$\beta0$=Y-intercept (the constant term)

$\beta1$= the coefficient the first independent variable.

$\varepsilon1$ = error term.

The result of the test is represented in (table 4.43)

Findings in Table 4.43 showed that funding of the projects being adequate had coefficient of estimate which was not significant basing on $\beta1 = -0.010$ (p-value 0.944 is greater than $\alpha = 0.05$), The organization having the right number of competent employees had positive coefficient of the estimate which was not significant basing on $\beta1 = 0.392$ (p-value =0.033 less than 0.05. The organization is able to sustain itself

without external funding had coefficient of estimate which was not statistically significant basing on β1 =0.315 (p-value =0.061 is greater than α = 0.05). Lastly, There have been cases of misappropriation of financial resources had coefficient of the estimate which was significant basing on β1 = 0.446 (p-value =.0.001 is less than α = 0.05). Therefore, we accept the hypothesis and conclude that there is a strong positive relationship between organizational resources and project implementation by Grass-root Support NGOs in Kenya. The results of this study are supported by the Resource Dependency Theory by Pfeffer and Salancik. It argues that an organization is dependent on the environment for its resources and that those resources literally control the organisations' planning.

Table 4.43: Coefficients for Organizational Resources

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.162	.584		.278	.782
	The funding of the projects is adequate	-.010	.138	-.009	-.071	.944
	The organization has the right number of competent employees	.392	.177	.321	2.207	.033
	The organization is able to sustain itself without external funding	.315	.164	.303	1.924	.061
	There have been cases of misappropriation of financial resources	.446	.119	.446	3.757	.001

a. Dependent Variable: Implementation of projects

4.5.6 Project Implementation

The study also sought to establish if the planned activities in the implementation plan of the respondent GSNGOs took place as scheduled. The schedule is the road map for the project and gives direction to the team. If it is not followed the project is derailed and may not be implemented successfully. Results in Table 4.44 show that majority

(76.6%) of the respondents felt that implementation was taking place as scheduled. However, (23.4%) felt that implementation did not quite take place as scheduled.

A point to note, though, is that rescheduling of activities took place quite often as indicated by 76.6% of the respondents. 23.4% felt that it happens moderately. Superior quality of outcome of implementation was achieved, according to 78.7% of the respondents. These findings are in line with other scholars' findings. Korten (1990), Njeru (2013) and Kamau (2021) carried out studies which prove that activities planning or scheduling has an influence on implementation.

Qualitative results from interviews indicated that there was strong positive correlation between the indicators of Team Leadership and project implementation. This means that Team Leadership was helping the implementation of projects to take place effectively in their organisations. Results from observation also had a strong positive correlation but at slightly lower strength than those of questionnaires and interviews. This may indicate that implementation was not taking place as effectively as the respondents were implying.

Table 4:44 Extent of the Implementation Plan taking place as scheduled

Opinion Statement	VH %	H%	M%	L%	VL%	TOTAL
Planned activities in implementation plan take place as scheduled	25.5	51.1	23.4	0	0	100
How often team finds necessary to reschedule activities	10.6	57.5	31.9	0	0	100
Implementation is within anticipated time	31.9	55.4	10.6	2.1	0	100
Implementation is within anticipated budget	14.9	61.7	10.6	2.1	0	100
Implementation is within anticipated planned scope	21.9	57.4	21.3	2.1	0	100
Superior quality of outcome of implementation	21.3	57.4	9.2	2.1	0	100

VH=Very High   H= High   M= Moderate   L=Low   VL=Very Low

4.5.7 Combined Correlation Analysis

This was tested to check whether the variables relate with one another and one way of doing this is by testing multicollinearity. The combined correlation of the five independent variables namely Team Leadership, Project Management Training, Project Communication, Organizational Culture, Organizational Resources and Implementation of Projects was computed to determine the strength and direction of the associations between variables. Even though there was a significant relationship between the independent variables, there was no problem of multi- collinearity among the variables since all the r values were less than 0.8.

The results of the combined correlation analysis are summarized in (Table 4.45). The findings reveal that there was a positive correlation r= (0.386**) between Team Leadership and implementation of projects by GSNGOs in Kenya. The study established there was positive but very weak correlation between Project Management Training and implementation of projects by GSNGOs in Kenya. The study found out that there was a strong positive correlation r= (0.489**) between Project Communication and implementation of projects by GSNGOs in Kenya. The study found out that there was weak correlation r= (0.203) between Organizational Culture and implementation of projects by GSNGOs in Kenya and lastly, there was a positive strong correlation r= (0.654) between Organizational Resources and implementation of projects by GSNGOs in Kenya.

Combined qualitative results from interviews indicated that there was strong positive correlation between the indicators of Team Leadership, Project Management Training, Project Communication, Organizational Culture, Organizational Resources and Implementation of Projects. This means that the combined variables were helping the implementation of projects to take place effectively in the organizations. Results from observation also had a strong positive correlation but at slightly lower strength than those of questionnaires and interviews, indicating that implementation was taking place effectively.

Table: 4.45 Combined Correlation Analysis

			Team leadership	Project management Training	Project communication	Organization culture	Organization resources
Team leadership	Pearson Correlation	.386**	1	.671**	.090	.474**	.664**
	Sig. (2-tailed)	.007		.000	.545	.001	.000
	N	47	47	47	47	47	47
Project management Training	Pearson Correlation	.100	.671**	1	-.248	.177	.709**
	Sig. (2-tailed)	.503	.000		.093	.233	.000
	N	47	47	47	47	47	47
Project communication	Pearson Correlation	.489**	.090	-.248	1	.460**	.236
	Sig. (2-tailed)	.000	.545	.093		.001	.110
	N	47	47	47	47	47	47
Organization culture	Pearson Correlation	.203	.474**	.177	.460**	1	.392**
	Sig. (2-tailed)	.171	.001	.233	.001		.006
	N	47	47	47	47	47	47
Organization resources	Pearson Correlation	.654**	.664**	.709**	.236	.392**	1
	Sig. (2-tailed)	.000	.000	.000	.110	.006	
	N	47	47	47	47	47	47

** Correlation is significant at the 0.01 level (2-tailed)

Model Summary of combined independent variables

The five determinants (*Team leadership, project management training, project communication, organizational culture and organizational resources*) studied, explain 77% of the effects of the determinants on the implementation of projects by GSNGOs as represented by the R^2 which means that other determinants not studied in this research contribute 23 % of the effects of the independent variables on the implementation of projects by GSNGOs as shown in Table 4.46.

Table 4.46: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.877[a]	.770	.742	.38086

a. Predictors: (Constant), Team leadership, Project management Training, Project communication, Organization culture, Organization resources

ANOVA Model for combined independent variables

Study findings in ANOVA (Table 4.47) indicated that the coefficient of determination was significant as evidenced by an F ratio of 27.424 with a p-value 0.00<0.01 (level of significance). Thus, the model was fit to predict the implementation of projects by GSNGOs based on Team Leadership, Project Management Training, Project Communication, Organizational Culture and Organizational Resources.

Table 4.47: ANOVA Model Summary

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.890	5	3.978	27.424	.000[b]
	Residual	5.947	41	.145		
	Total	25.838	46			

a. Dependent Variable: Implementation of projects

b. Predictors: (Constant) Team leadership, Project management Training, Project communication, Organization culture, Organization resources

Hypothesis testing for combined independent Variables

The results of quantitative data were further subjected to regression analysis to test the relationship between combined independent variables and implementation of projects by GSNGOs based on;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + + \alpha$$

Where:

Y is the implementation of projects by GSNGOs in Kenya

β_0 is the Y-intercept

X_1 is Project Leadership

X_2 is Project Management Training

X_3 is Project Communication

X_4 is Organizational Culture

X_5 is organizational Resources

α is the Random error and it will be presumed to be 0.

The findings in Table 4.48 show that Team Leadership had positive coefficients of the estimate which was significant basing on $\beta_1 = 0.575$ (p-value 0.007 is less than $\alpha = 0.05$), Project Management Training had negative coefficients of the estimate which was statistically significant basing on $\beta_1 = -0.900$ (p-value =0.000 less than 0.01. Project Communication had positive coefficients of estimate which was not statistically significant basing on $\beta_1 = 0.226$ (p-value =0.190 which is greater than $\alpha = 0.05$). Organizational Culture had a negative coefficient of estimate which was statistically significant basing on $\beta_1 = -0.527$ (p-value = 0.003 which is less than $\alpha = 0.05$). Lastly, Organizational Resources had a positive coefficient of estimate which was statistically significant basing on $\beta_1 = 1.802$ (p-value = 0.000 which is less than $\alpha = 0.01$).

Table 4.48: Overall Regression Coefficients (Optimal Model)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.976	.651		1.499	.141		
Team leadership	.575	.203	.335	2.827	.007	.400	2.499
Project management Training	-.900	.163	-.810	-5.536	.000	.262	3.813
Project communication	.226	.169	.141	1.332	.190	.500	1.999
Organization culture	-.527	.167	-.305	-3.156	.003	.599	1.669
Organization resources	1.802	.224	1.093	8.043	.000	.304	3.286

a. Dependent Variable: Implementation of projects

4.5.8 Summary of Hypotheses Tested

The significance of each independent variable was tested. The t-test statistic was used to test the significance of each individual predictor or independent variable and hypothesis. The p-value for each t-test was used to make conclusions on whether to reject or accept the null hypotheses. The benchmark for this study for accepting or rejecting the null hypothesis is a level of significance of 5 percent. If the p-value was less than or equal to five percent the null hypothesis was to be rejected and the alternative hypothesis to be accepted. Also, if the p- value was greater than 5 percent the null hypothesis was to be accepted and the alternate hypothesis to be rejected. Table 4.49 below show how the decision was made on each variable.

Table 4.49: Summary of the Hypotheses Tested

Research Hypothesis	Test	Decision
1. Team Leadership has a significant effect on project implementation by Grassroot Support NGOs in Kenya.	T-test (p value)	P value is ≤ 0.05. Accept alternative hypothesis and conclude that Team Leadership has a significant effect on project implementation by Grassroot Support NGOs in Kenya
2. Project Management Training has a significant effect on project implementation by Grassroot Support NGOs in Kenya	T-test (p value)	P value is ≥ 0.05. Reject alternative hypothesis and conclude that Project Management Training has no significant effect on project implementation by Grassroot Support NGOs in Kenya
3. Project Communication has a significant effect on project implementation by Grassroot Support NGOs in Kenya	T-test (p value)	P value is ≤ 0.05. Accept alternative hypothesis and conclude that Project Communication has a significant effect on project implementation by Grassroot Support NGOs in Kenya
4. Organizational Culture has a significant effect on project implementation by Grassroot Support NGOs in Kenya	T-test (p value)	P value is ≥ 0.05. Reject alternative hypothesis and conclude that Organisational Culture has no significant effect on project implementation by Grassroot Support NGOs in Kenya
5. Organizational Resources has a significant effect on project implementation by Grassroot Support NGOs in Kenya	T-test (p value)	P value is ≤ 0.05. Accept alternative hypothesis and conclude that Organizational Resources has a significant effect on project implementation by Grassroot Support NGOs in Ken

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study sought to examine selected determinants of project implementation in projects implemented by Grassroot Support Non-governmental Organizations in Kenya. Specifically, the study looked at team leadership, project management training, project communication, organizational culture and organizational resources.

This chapter presents the summary of the research findings and discusses the extensive implications of the findings for theory, practice, policy and further research in project implementation by Grassroot Support NGOs in Kenya. It also draws conclusions and makes recommendations and suggests areas for further study.

5.2 Summary of major findings

Empirical literature showed that project implementation in Grass-root Support Non-Governmental Organizations is a multifaceted area determined by various factors. In most organisations within Kenya and beyond, project implementation has been found to be facing challenges which affect stakeholders' expectations. This study sought to investigate determinants of project implementation and their effect on projects implemented by Grass-root Support Non-Governmental Organisations in Kenya. It was guided by positivism research philosophy and used the Cross Sectional survey research design.

The study had five objectives which sought to establish the effects of Team Leadership, Project Management Training, Project communication, Organizational culture and Organizational resources on project implementation. The target population of this study consisted 485 top management employees of 18 GSNGOs based in four counties in the eastern and central regions of Kenya. Stratified sampling and random sampling techniques were used to arrive at the sample size of 50 top management employees of the target GSNGOs. Tools for collecting data for the study were questionnaires, interviews and observation. Tool triangulation enhanced the quality of data collected.

Quantitative data was analyzed using both descriptive statistics and inferential statistics. Before administration of research instruments, their internal consistency and validity was determined through a pilot study. Quantitative data collected was analysed with the aid of Statistical Package for Social Sciences while qualitative data was analysed using content analysis.

5.2.1 Team Leadership

The first objective was to determine the effect of Team Leadership on project implementation by Grassroot Support NGOs in Kenya. The hypothesis tested was Team Leadership has a positive significant effect on project implementation by Grass-root Support NGOs in Kenya. The result showed that Team Leadership has been ensuring all the resources are utilized for intended purpose had coefficients of estimate which was not significant, everyone is involved in decision making survey had coefficients of the estimate which was not significant.

Team leadership is accessible to consult on project issue had coefficients of the estimate which was significant and lastly, transparency in the organization had coefficients of the estimate which was significant. The hypothesis was accepted and the conclusion was that there is a significant relationship between Team Leadership (*team leadership is accessible to consult on project issues & transparency in the organization matter*s) and project implementation by Grass-root Support NGOs in Kenya. The model was found to be fit to predict the implementation of projects using team leadership.

5.2.2 Project Management Training

The hypothesis tested was Project Management Training has a positive significant effect on project implementation by Grassroot Support NGOs in Kenya. The result revealed that employees being trained in Project Management had coefficients of estimate which was not significant and the organization conducts continued training for the employees specifically in Project Management had negative coefficients of estimate which was not significant.

Trainings are externally organized had coefficients of estimate which was significant and lastly, the organization sponsors employees to learn at higher levels on project

management courses had coefficients of estimate which was significant. The hypothesis was rejected and it was concluded that there is no significant relationship between Project Management Training and project implementation by Grassroot Support NGOs in Kenya. The model was not fit to predict the implementation of projects using Project Management Training.

5.2.3 Project Communication

The third objective was to investigate the effect of Project Communication on project implementation by Grassroot Support NGOs in Kenya. The hypothesis tested was Project Communication has a positive significant effect on project implementation by Grassroot Support NGOs in Kenya. The study showed communication channels used in projects being effective had coefficients of the estimate which was statistically significant, holding meetings frequently to discuss the progress and challenges organization encounter during the implementation of the project had negative coefficients of the estimate which was not significant.

A chain of command is used when communicating to employees had coefficients of the estimate which was statistically significant and lastly, misunderstanding of information during implementation had coefficients of the estimate which was significant. The hypothesis was accepted and the study concluded that there is a significant relationship between Project Communication and project implementation by Grassroot Support NGOs in Kenya. The model was fit to predict the implementation of projects using Project Communication.

5.2.4 Organizational Culture

The fourth objective was to determine the effect of Organizational Culture on project implementation in Grass-root Support NGOs in Kenya. The hypothesis tested was Organizational Culture has a positive significant effect on project implementation by Grassroot Support NGOs in Kenya. The study showed working environment is conducive for project implementation had coefficients of the estimate which was not statistically significant,

Employees being subjected to disciplinary measure, when necessary, had negative coefficients of the estimate which was not significant, Employees being rewarded for

excellent performance had positive coefficients of the estimate which was not statistically significant and lastly, the organization had engaged or partnered with different stakeholders to ensure successful implementation of the projects had a negative coefficient of the estimate which was not significant. Therefore, reject the hypothesis and conclude that there is no significant relationship between Organizational Culture and project implementation by Grass-root Support NGOs in Kenya. The results implied that the model was not fit to predict the implementation of projects using Project Communication.

5.2.5 Organizational Resources

The fifth objective was to determine the effect of Organizational Resources on project implementation by Grass-root Support NGOs in Kenya. The hypothesis tested was Organizational Resources have a positive significant effect on project implementation by Grass-root Support NGOs in Kenya. The study showed that funding of the projects being adequate had coefficients of the estimate which was not significant, The organization having the right number of competent employees had positive coefficients of the estimate which was not significant, The organization is able to sustain itself without external funding had coefficients of the estimate which were not statistically significant.

Lastly, there have been cases of misappropriation of financial resources had coefficients of the estimate which was significant. Therefore, we accepted the hypothesis and concluded that there is a significant relationship between Organization Resources and project implementation by Grass-root Support NGOs in Kenya. The results indicated that the model was fit to predict the implementation of projects using organization resources.

5.3 Conclusions

Based on the findings of this study it is logical to conclude that Team Leadership, Project Communication and Organisational Resources enhance project implementation by Grassroot Support NGOs in Kenya. The study further revealed that project implementation was greater when all the variables are used together. This confirmed that the model as conceptualized in chapter two was fit for forecasting the project implementation by Grassroot Support NGOs in Kenya.

5.3.1 Team Leadership

The study concluded that team leadership enhances project implementation by grassroot support NGOs. In particular, Democratic Leadership style had a strong positive effect on project implementation by providing leadership which impacted positively on the process of project implementation. Other aspects such as Accessibility of the leadership and Accountability for training and resources equally positively affect project implementation.

5.3.2. Project Management Training

Based on the findings of this study, it can be concluded that project management training enhances project implementation but not significantly. It revealed that some trainings are externally organized but the organizations hardly sponsor employees to learn at higher levels on project management courses and this did not contribute significantly to the acquisition of knowledge and skills in project management which in turn hardly enhanced project implementation.

5.3.3. Project Communication

On project communication, the study concluded that effective communication yields enhanced project implementation. The flow of communication in the organization plays a very crucial role in clarifying the project activities and timelines. In particular, Multi-directional communication is an ideal method for communicating project objectives in the process of project implementation. This method ensures that information is shared with every project stakeholder, encouraging participation and consultation. The communication channels of choice and frequency of communication are key to effective communication and the process of project implementation.

5.3.4. Organizational Culture

Based on the findings of this study, it can be concluded that organizational culture contributed to effective project implementation but not significantly. Conducive working environment for project implementation and Employees being subjected to disciplinary measure, when necessary, enhance project implementation to some extent. Employees being rewarded for excellent performance and the organization

engaging or partnering with different stakeholders to ensure successful implementation of the projects also had low significance.

5.3.5. Organizational Resources

Based on the findings of this study, organizational resources play an important role in effective implementation of projects. The study showed that funding of the projects being adequate and the organization having the right number of competent employees had positive effects on project implementation. Moreover, there having been cases of misappropriation of financial resources had coefficients of the estimate which was significant and that means that employees were aware that the problem had negative effects on project implementation and were willing to make changes and use resources for the intended purposes.

5.4 Recommendations

Based on the conclusions, the following recommendations are made.

5.4.1 Team Leadership

This study recommends that project leadership in GSNGO in Kenya adopt democratic team leadership style to ensure successful implementation of projects and achieving project objectives. Considering the need to have all members of a project team on board, democratic leadership allows inclusivity and ownership of the projects being implemented and this in turn improves the process and result of implementation.

5.4.2 Project Communication

The study also recommends project leadership in Grass-root Support NGOs in Kenya adopt effective Project communication in the process of implementing projects. Effective communication ensures that the project team is clear on the objectives to be achieved, the process of implementation and time schedule in order to deliver a successful project.

5.4.3 Organizational Resources

Further, the study recommends that project leadership ensures that organizational resources are adequate and of good quality to facilitate good project implementation skills and practices. Resources are different across sectors and they create a

competitive edge for organisations.

5.5 Areas for further research

This research concentrated on determinants of project implementation. However, some determinants were found not significant.

Project Management Training is important because it provides knowledge on how projects are managed. It would be useful to do further research on this variable to find out why it proved not significant in this study.

Organizational culture is also very important in the performance of organizations. It is important that further research be undertaken on this variable to find out exactly how it affects project implementation.

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APPENDICES

Appendix I: Introduction Letter

**JOMO KENYATTA UNIVERSITY
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NAIROBI

REF: JKU/SEPM-ETLM/HD417-5190/2014

DATE: 13TH JANUARY, 2017

To whom it may concern:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR ELIZABETH WANJIRA MBOGOH

This is to confirm that **Ms. Elizabeth Wanjira** is a bona fide student of Jomo Kenyatta University of Agriculture and Technology. She is pursuing a PhD. in Project Management in the Department of Entrepreneurship, Technology, Leadership and Management in the School of Entrepreneurship, Procurement and Management.

She is currently preparing to present a seminar on her proposal. Kindly accord her the necessary support and assistance.

Yours faithfully,

**DR. WEKESA S. OLESIA
COD, ETLM**

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A **STUDY IN PARTIAL COMPLETION OF DOCTOR OF PHILOSOPHY IN PROJECT MANAGEMENT OF JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY**

This questionnaire seeks to investigate determinants of project implementation in GSNGOs in Kenya. This study is an academic study and the information obtained through this questionnaire will be treated confidentially and will not be used for any other purpose other than academic research.

Date: _____ Questionnaire No: _____

SECTION A: GENERAL INFORMATION

1) Sector of organization: Education   [ ]   Nutrition   [ ]

Health   [ ]   Agriculture   [ ]   Microfinance   [ ]

2) Designation of respondent: Administrative Assistant [ ]   Accounts [ ]

 Management   [ ]   Project Coordinator   [ ]   Operations   [ ]

3) Gender: (Tick one)   Female   [ ]   Male [ ]

4) Organization size: (No. of Employees) Less than 50   [ ]   50-100   [ ]

Over 100 [ ]

5) How long have you worked for your organization? (No. of Years)

Below 5   [ ]   5-10   [ ]   Over 10   [ ]

6) What is your highest level of education? A) Diploma [ ]   B) Bachelors [ ]

C) Masters Degree [ ]   D) Doctoral (PhD) [ ]

SECTION B: TEAM LEADERSHIP

On a scale of 1 to 5 kindly indicate the extent to which you agree or disagree with the given statements about the project leadership on implementation of projects by grass root support NGOs in Kenya, where: 5=Strongly agree; 4= Agree; 3 =Not sure; 2= Disagree; 1 = Strongly disagree

Statements	Rating				
	1	2	3	4	5
1.The team leadership has been ensuring all the resources are utilized for intended purpose					
2.Everyone is involved in decision making					
3.The team leadership is accessible to consult on project issues					
4.There is transparency in the organization matters					

5) In your opinion which team leadership style would lead to the most effective implementation of the project by your organization? (Tick where appropriate)

(Below you have been given the main styles and a brief description of each style)

Authoritarian

All determination of policy, techniques, action steps, work tasks, teams and appraisal/rewards is done by the leaders.

[ ]

Democratic

Policy, techniques, action steps, work tasks, and teams are reached through discussions. Leaders encourage, assist and guide objectively.

[ ]

Laissez Faire

Individuals/groups have freedom to determine policy, techniques, action steps, work tasks, and team members. Minimal participation by leader, only when required.

[ ]

Bureaucratic

It is a system of rule by rules, defined by efficiency, orderliness, procedures, regulations, formality and uniformity. The leadership is depersonalized. Role of the leader is monitoring routine activities.

[ ]

Neurocratic

Characterized by an intensive struggle to become a bigger and better executive without much regard for his own self-interest in terms of relaxation, family or extra organizational pursuits. Leader has no choice but to drive ahead seeking, working and destroying in whatever way will bring him success to the top positions of his organization. He leaves nothing to chance and calls all the shots.

[ ]

In your opinion, to what extent does the project leadership exhibit accountability for the following aspects in implementing the projects?

7) Training and Continuing Education

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

8) Effective project communication

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

9) Organizational Resources

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

10) Organizational Culture

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

SECTION C: PROJECT MANAGEMENT TRAINING

On a scale of 1 to 5 kindly indicate the extent to which you agree or disagree with the given statements about the project management training on implementation of projects by grass root support NGOs in Kenya, where: 5=Strongly agree; 4= Agree; 3 =Not sure; 2= Disagree; 1 = Strongly disagree

Statements	Rating				
	1	2	3	4	5
1.I have been trained in project management					
2.The organization conducts continued training for the employees specifically in project management					
3.Trainings are externally organized					
4.The organization sponsors employees to learn at higher levels on project management courses					

5) Which members of the project team have undertaken project management training?

Project Manager   [ ]

Finance manager   [ ]

Communications manager   [ ]

 Up to which level?

6) Project Manager

7) Finance manager

8) Communications manager

9) The type of training in the organization:

Certificate	Diploma	Bachelors	Masters	PhD

Has an In-house training programme   [ ]

Has a Training manual   [ ]

Relies on external trainers   [ ]

Relies on two of the above   [ ]

All of the above   [ ]

10) To what extent is the manual accessible to the team?

 Always [ ]   Frequently   [ ]   Sometimes [ ]   Rarely[ ]   Never [ ]

11) In what form is the manual available?

Online   [ ]   Hard copy   [ ]

To what extent do members of your team understand the:

12) Project plans?   Very well   [ ] Well [ ]   fairly well   [ ]

hardly [ ]   Not at all [ ]

13) Implementation process?   Very well   [ ]   Well [ ]   fairly well   [ ]

hardly [ ]   Not at all [ ]

14) Project objectives?   Very well   [ ]   Well [ ]   fairly well   [ ]

hardly [ ]   Not at all [ ]

15) Quality standards?   Very well   [ ]   Well [ ]   fairly well   [ ]

hardly [ ]   Not at all [ ]

16) To what extent do you think training programmes are based on your organizations project needs?

Very specifically [ ] specifically   [ ]   moderately [ ]   rarely   [ ]   not at all [ ]

17) To what extent does training help in achieving the objectives set out in the project plan in your opinion?

Very High [ ]   High   [ ]   moderate [ ]   Low [ ]   not at all [ ]

 Please assess the need for Continuing Education for the following people/departments in guiding the project implementation process. (Please tick)

SECTION E: PROJECT COMMUNICATION

On a scale of 1 to 5 kindly indicate the extent to which you agree or disagree with the given statements about the project communication on implementation of projects by grass root support NGOs in Kenya, where: 5=Strongly agree; 4= Agree; 3 =Not sure; 2= Disagree; 1 = Strongly disagree

	Very High	High	Moderate	Low	None
18) The Board/Directors					
19) The Chief Executive Officer (CEO)					
20) Project Manager					
21) Team					
22) Support staff					
23) Consultants					

Statements	Rating				
	1	2	3	4	5
1.Communication channels used in projects are effective					
2.We hold meetings frequently to discuss the progress and challenges we encounter during the implementation of the project					
3.A chain of command is used when communicating to employees					
4.There is misunderstanding of information during implementation of projects					

5) How would you describe the flow of communication in your organization?

Top-Down   [ ]   Bottom-Up   [ ]   Multi-Directional [ ]

6) How do the team members receive information on project objectives?

Meetings   [ ]   Newsletters   [ ]   Posters [ ]   Email   [ ]

More than one of the given choices   [ ]

7) To what extent do you think project objectives are clearly communicated?

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

8) What are the identifiable gaps and challenges of communication in your organization?

Poor communication from management   [ ]

Unclear project strategy   [ ]

Not feeling valued   [ ]

Lack of training and development   [ ]

 More than one of the above   [ ]

9) To what extent do you feel communication in your organization is regular enough for effective implementation of projects?

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

SECTION F: ORGANIZATIONAL CULTURE

On a scale of 1 to 5 kindly indicate the extent to which you agree or disagree with the given statements about the project culture on implementation of projects by Grass root Support NGOs in Kenya, where: 5=Strongly agree; 4= Agree; 3 =Not sure; 2= Disagree; 1 = Strongly disagree

Statements	Rating				
	1	2	3	4	5
1.Working environment is conducive for project implementation					
2.Employees are subjected to disciplinary measure when necessary					
3.Employees are rewarded for excellent performance					
4.The organization has engaged or partnered with different stakeholders to ensure successful implementation of the projects					

5) How would you describe the culture of your organization in relation to implementation of projects?

Conducive   [ ]   Not conducive   [ ]   Effective   [ ]   Not Effective [ ]

 To what extent do you think the organization culture of your organization supports the following values of Internal Integration in the effort to implement projects?

Value	Very High	High	Mode-rate	Low	None
Internal Integration					
6) Teamwork					
7) Achievement of project objectives					
8) Conducive working environment					

9) Accountability					

To what extent do you think the organization culture of your organization supports the following values of External Adaptation in the effort to implement projects?

Value	Very High	High	Mode-rate	Low	None
External Adaptation					
10) Corporate responsibility					
12) Responsive to client needs					
13) Communication of Mission					
14) Respect for community culture					

SECTION G: ORGANIZATIONAL RESOURCES

On a scale of 1 to 5 kindly indicate the extent to which you agree or disagree with the given statements about the Organization resources on implementation of projects by grass root support NGOs in Kenya, where: 5=Strongly agree; 4= Agree; 3 =Not sure; 2= Disagree; 1 = Strongly disagree

Statements	Rating				
	1	2	3	4	5
1.The funding of the projects is adequate					

2.The organization has the right number of competent employees					
3.The organization is able to sustain itself without external funding					
4.There have been cases of misappropriation of financial resources					

5) To what extent do you feel that your organization's resources are adequate to implement projects within the planned time, quality and budget?

Very high   [ ]

High   [ ]

Moderate extent   [ ]

Low   [ ]

None   [ ]

10) To what extent do you think the human resources are accountable in the utilization of financial and material resources?

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

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None   [ ]

What is your opinion on the quality of human and material resources available for implementation of the project?

11) **Human Resources**

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

12) **Material Resources**

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

IMPLEMENTATION OF PROJECTS

On a scale of 1 to 5 kindly indicate the extent to which you agree or disagree with the given statements about the Organization resources on implementation of projects by grass root support NGOs in Kenya, where: 5=Strongly agree; 4= Agree; 3 =Not sure; 2= Disagree; 1 = Strongly disagree

Statements	Rating

	1	2	3	4	5
1.Projects end within the set time					
2.Projects are finished within the budget					
3.Projects are finished as per specifications					
4.Projects are completed within the scope					

5) To what extent are the planned activities in the implementation plan taking place as scheduled?

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

6) How often does the team find it necessary to reschedule activities?

Very Often   [ ]   Often [ ]   Occasionally   [ ]   Rarely [ ]   Never   [ ]

7) To what extent is implementation happening within the anticipated time?

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

8) According to you, to what extent is implementation within budget?

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

9) To what extent is implementation happening within the planned scope?

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

10) To what extent do you feel that the project implementation is of a superior quality?

Very High   [ ]

High   [ ]

Moderate   [ ]

Low   [ ]

None   [ ]

Appendix III: Interview Guide

1) When the NGO started and how long it has been active.

2) Position/Designation of respondent

3) Level of training?

4) What is the project time frame for this project?

5) How do you measure projects implemented to see if the objectives are achieved?

6) What role does training play in your organization?

7) Does leadership positively or negatively affect your effective project implementation?

8) Please explain.

9) What are some of the communication modes that are used between various team members?

10) Do you have challenges in communication?

11) Do you have resources that are competitive compared to other NGOs?

12) What challenges do you face with your organization resources?

13) Comment on the general project implementation in the NGO sector?

14) Describe your organizational culture.

15) What challenges do you face in maintaining your organizational culture?

16) Where do you think your organization lies in terms of implementing projects within the NGO sector?

Thank you for your time and may your NGO continue to grow.

Appendix IV: Observation Guide

NAME OF NGO: _____

OBSERVER:_____

DATE:_____

NO	OBSERVABLE CHARACTERISTIC	ON A SCALE OF 1 TO 5				
		1	2	3	4	5
1	Skilled at tasks at hand					
2	Knowledgeable in their areas of specialization					
3	Positive attitude/ enthusiasm as they work					
4	Empowered employees					
5	Effective communication					
6	Use of different methods of communication					
7	Clarity of general communication					
8	Availability of adequate resources					
9	Usefulness of resources					
10	Responsibility for resources					
11	Accountability for resources					
12	Interaction with/handling of external stakeholders					
13	Responsiveness to arising needs					
14	Approachability of the leadership					
15	Conducive atmosphere for performance					
16	Teamwork among staff					

17	Accessibility of leadership					

Appendix V: Grass-root Support NGOs in Eastern and Central Kenya which participated in the study

1. Hand in Hand Eastern Africa

2. CARITAS

3. ADS (Anglican Development Services)

4. FAO (Food and Agricultural Organization)

5. COMPASION KENYA

6. SWAK (Society of Women and AIDS in Kenya)

7. OVC (ACK)

8. BIMAS

9. CARE Kenya

10. APHIA PLUS

12. DEAFHOP

13. NCCK

14. KWFT

15. APDK

16. ECLOF

17. Hope Worldwide

18. KALRO