THE EFFECT OF PROJECT MANAGEMENT LEADERSHIP ON PERFORMANCE OF COMPASSION INTERNATIONAL PROJECTS IN KITUI COUNTY, KENYA

BY

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July, 2018
DECLARATION

I, the undersigned, declare that this project is my original work and has not been presented for a degree in any other University.

Signature: ………………………… Date……………………………..

FAITH NZIVA MARY
D53/OL/23085/2012

I confirm that the research project was done by the candidate under my supervision

Signature…………………………… Date…………………………………

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DEDICATION

I dedicate this piece of work to my beloved family for their moral support and immense encouragement during my study.
ACKNOWLEDGEMENTS

This research project is made possible through the help and support from everyone, including: parents, teachers, family, friends, and in essence, all sentient beings. Allow me to dedicate my acknowledgment and gratitude to the following; Dr. Lucy Ngugi for supervision and stewardship and the invaluable support. I would also like to appreciate my colleagues at work for their encouragement, support and invaluable advice. Many thanks to all respondents who participated in the research fieldwork. While acknowledging all support and assistance given, I am solely responsible for any errors of omission which may be found in this research. Finally, I owe it all to the Almighty God with whom all things are possible, the giver of knowledge, wisdom and understanding to Him I return all the praise and honour Amen.
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### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
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<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>CI</td>
<td>Compassion International</td>
</tr>
<tr>
<td>CDC</td>
<td>Child Development Center</td>
</tr>
<tr>
<td>KE</td>
<td>Kenya</td>
</tr>
<tr>
<td>PM</td>
<td>Project Management</td>
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<td>PMI</td>
<td>Project Management Institute</td>
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<td>PMBOK</td>
<td>Project Management Body of Knowledge</td>
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OPERATIONAL DEFINITION OF TERMS

Leadership: A combination of skills and experience while employing the necessary control measures in the most appropriate style to oversee successful project performance.

Leadership Control: A systematic effort made by organization’s management to compare performance to predetermined standards and to undertake, if necessary, corrective actions.

Leadership Experience: Knowledge and skill gained through time spent doing a job or activity or active direct participation in events or activities, leading to the accumulation of knowledge especially of practical matters.

Leadership Skill: An ability and capacity acquired through deliberate, systematic, and sustained effort arising through talent, training or practice to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (human skills).

Leadership Style: Behavioral patterns and manner in which a leader adopts to influence the behavior of his subordinates and motivate them towards the achieving a certain goal

Performance indicators: Quantitative tools that specify the measurable evidence necessary to prove that a planned effort has achieved the desired result.

Project Management: The discipline of carefully projecting, planning, organizing, motivating, directing and controlling resources to achieve specific goals and meet specific success criteria.
**Project performance:** Ability of a project to deliver intended outputs as measured against scope, schedule, quality and cost.
ABSTRACT

Despite advances in project management methodologies many projects continue to fail. A project’s success or failure is in part, contingent on effectively managing the constraints of scope, time, costs, and quality expectations. In order to achieve this, it is essential that the project manager possess and display appropriate project management leadership. The study identified four aspects of leadership and investigated their effect on performance of projects. The specific objectives of the study were to determine the effect of leadership skills, leadership experience, leadership control and leadership style on performance of Compassion International projects in Kitui County. Descriptive research design was adopted for this study. The study targeted a population of 160 respondents who are involved in the implementation of Compassion International projects in Kitui County and a sample size of 113 respondents was considered. Stratified random sampling was used to sample and select the respondents. Data was collected by use of questionnaires which were sent via email to the respondents. Quantitative data collected was analyzed by the use of descriptive statistics such as frequencies, percentages, means and standard deviations. In addition, the study conducted a multiple regression analysis to establish the relationship between the dependent and independent variables. Qualitative data was analyzed through content analysis. From the findings, there was a positive relationship between leadership and project performance. Leadership skills, leadership experience, leadership control and leadership styles all had a positive correlation with project performance. The study concluded that there was a significant relationship between project management leadership aspects and performance of CI projects; project management control had the greatest effect on performance of CI projects. The findings of the study are of great importance to policy makers in designing policies with an aim of improving project leadership. The findings of this study will also add to the body of knowledge on the effects of leadership on the performance of projects. The study recommended that: effective leadership skills to be acquired by all project staff; emphasis be given to the experience of project staff to ensure projects are effectively executed; introduction of effective controls such a having a clear set of objectives, and well defined roles and responsibilities The study suggests that further research should be carried out to establish the other factors that are attributed to affecting 43% of the performance of CI projects since the current study only examined skills, experience, control and style.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Project performance is one of the most critical challenges for all grassroots, national and international development agencies (Bass, 2009). Globally, billions of shillings have been spent in community projects to enhance the living conditions of the people (Whittaker, 1999). Empirical studies have revealed that less than one-half of poverty eradication and community based project initiatives in Asia and Sub Saharan Africa ever come close to achieving the anticipated results (Mearian & Songini 2002). Mearian & Songini reported that in the last quarter of twentieth century, close to half of poverty eradication projects in the Sub-Saharan Africa and parts of Asia were abandoned or reengineered after a 2-year implementation effort failed due to poor leadership. Leadership has long been considered an important factor that influences innovation and performance in the workplace (Keegan and Den Hartog, 2004; Yang, Huang and Wu, 2010b). In project-based organisations, the leadership of managers is important in facilitating improved project performance (Shamir, 2004).

In the field of project management, researchers have studied the concept of leadership extensively (Hauschildt, Gesche, & Medcof, 2010; Schmid & Adams, 2008; Turner & Muller, 2005). Project managers continue to face many challenges and problems concerning
leadership skills, the type of leadership style to use, and how to control the various aspects of project management (Berg & Karlsen, 2007).

Project failure is a shockingly common outcome of non-profit making organizations (Vroom & Jago, 2007), Compassion International projects being no exception. Various projects geared towards improving the living conditions of the poor have been undertaken. Leadership plays a critical role in influencing project performance (Wheelwright & Clark 1992), hence the project leaders must lead their teams in incorporating various project management methodologies to oversee successful project planning and implementation. On the other hand, the employees are expected to create and manage positive outcomes for their projects.

1.1.1 Concept of Leadership

Lapp, 2009 defined leadership as a combination of skills and experience while employing the necessary control measures in the most appropriate style to oversee successful project performance. An organizational setting requires the leader to use his experience and skills in directing his team towards success (Lapp, 2009). Mumford et al., (2010) posited that leaders were likely to succeed in situations where the skills of the leader are specific to the organization. Individuals tend to be attracted to organizations or roles consistent with their personalities because given their broader patterns of dispositional skills they find the perceived goals and rewards attractive (Mumford et. al., 2010).
Leadership skill is operationalized as the ability and capacity acquired through deliberate, systematic and sustained effort arising through talent, training or practice to smoothly and adaptively carryout complex activities involving ideas (cognitive skills) things (technical skills) and people (human skills), as according to Zenger and Folkman (2012). Skill is developed following a cluster approach, such that basic skills are learned first and then combined to form higher-order skills (Lord & Hall, 2015). Skills are usually developed in an individual partly by the introduction of theory, but mainly by practice, that is learning by doing. This is called experiential learning. Kolb’s experiential learning cycle has been used to assess how one learns a skill by doing it, reflecting upon it and learning from it, then planning how you will do it again and then repeating it (Gibbs, 2014).

Researchers have studied leadership skills directly or indirectly for a number of years (Bass, 1990). A multitude of studies have been published that contend that a leader’s effectiveness depends on the leader’s ability to solve complex organizational problems (Lord & Hall, 2015). In their research, Zenger and Folkman (2012) found that sixteen groups of competencies were seen as associated with performance of projects. These included character (displaying integrity and honesty), technical and professional expertise, problem-solving and analytical ability, innovation, self-development, a focus on results, setting “stretch” goals, taking personal responsibility for outcomes, effective communication, inspiring and motivating others, trust and interpersonal effectiveness, concern for others, development, collaboration and organizational change skills, ability to champion change, and ability to
relate well to outside stakeholders. The researchers also found out that leaders with strengths in multiple competencies were most effective, and, significantly, that particular combinations of competencies seemed to be more powerful predictors of effectiveness. For example, being able to give feedback did not always correlate with effectiveness, whereas giving feedback while building trust did (Zenger & Folkman, 2012). They also found out that listening skills alone were not particularly valuable, but listening skills plus other interpersonal skills like being considerate and caring did make a difference. Yukl (2006) notes that different competences mixes are needed at different managerial levels, with conceptual skills more important at higher levels and technical skills more important at lower levels. Some of each competence will be needed at every level, and interpersonal skills are equally important at every level of management.

In many cultures, the myth is that people get wiser due to more exposure and experience gained over a period of time. For example, in African culture, experience is considered as a priority for leadership positions in different organizational set ups (Ahiazu, 2009). Trompenaars (2013) viewed that leadership and performance of individuals differ from culture to culture and country to country depending upon life patterns, beliefs and value system or otherwise on the knowledge and experience of the people. In their study on Afghans and Americans, Kaifi, Bahaudin and Mujtab (2010), concluded that experience indeed influences performance of individuals.
Successful projects almost always have a champion who either by past experience or by persistent determination provides needed leadership to members of the project team to see that results are achieved (Cash and Fox, 2012). Most organizations recommend a minimum of time which a PM must serve in a particular position before he can be considered for promotion. In fact, most advertisements and recruiters for top management positions stress previous experience in the similar jobs as a prerequisite (Gibbs, 2014). Several theories lend understanding to the relationship between leadership experience and performance of projects. Human Capital Theory suggests that leaders make investments of experience in themselves, which enhance their ability to influence teams and eventually organizational performance (Ehrenberg & Smith, 2010). According to Easton and Rosenzweig (2012), a Project managers (PM) experience can influence the performance of the people whom they supervise, thus indirectly affecting projects performance.

Control has been considered as an important factor that influences the success of projects (Adams, 2012). Mockler (2010) considers control as a systematic effort made by organization’s management to compare performance to predetermined standards and to undertake, if necessary, corrective actions to see that human and other corporate resources are being used in the most effective and efficient way possible in achieving an organization’s objectives. A project managers’ leadership control ensures the coordination and effective functioning of all activities, so that the formulated objectives are implemented and followed according to plan. All management functions may be carried out, in the sense that a project
manager may plan, organize and give guidance, but he/she cannot ensure that the plans are carried out without exercising control. Therefore, leadership control is critically important to ensure satisfactory progress in attaining the organization’s objectives and to make sure that the resources are used effectively (Brevis et al., 2012). Leadership control is important in projects because even the best plans may go wrong and thus control is exercised to ensure that, at all levels of the project, service delivery takes place according to plan and that the organization’s resources are distributed in a way that the projects goals are reached. Finally, leadership control in projects results in better quality management and enables organizations to cope with change and uncertainty (Brevis et al., 2012), thus ensuring effective project performance.

The importance of leadership style in project performance cannot be under estimated (Tunner, 2010). Numerous studies have established that leadership style has a positive effect on project performance. Bass (1985) stated that leadership style and behaviors of individuals may contribute to important subordinate’s outcomes such as performance, satisfaction and perception towards leader’s effectiveness. Fiedler (1969), postulates that leadership style refers to a kind of relationship whereby someone uses his ways and methods to make many people work together for a common task. In modern leadership theories, five leadership styles have been presented, including charismatic leadership, transactional leadership, transformational leadership, visionary leadership, and culture-based leadership (Bass, 2010). Tannenbanum and Schmidt (2008), also identified four different types of leaders which have
been most widely accepted and used. These leadership styles, which center around Mc Gregors Theory X and Y assumptions, are democratic, autocratic, dictatorial, and laissez faire leadership styles and will form the basis of this study.

1.1.2 Project Performance
Performance is the ability of a project to deliver intended outcomes while meeting the constraints of scope, cost and quality (Srica, 2008). Projects are successful if they are completed on time, within budget, and to performance requirements. In order to bring the many components of a large project into control there is a large toolkit of techniques, methodologies, and tools. These techniques provide the tools for managing different components involved in a project: planning and scheduling, developing a product, managing financial and capital resources, and monitoring progress. However the success of a project will always rest on the abilities of a project manager.

Different authors have proposed different ways to measure project performance (Wong & Wong, 2007; Lin & Kuo, 2007). How well projects can achieve their objectives is an indicator of organizational performance as suggested by Vankatraman and Ramajan (1986). Further Vankatraman and Ramajan (1986) identified ten different types of performance measurement and narrowed down to three main dimensions: financial performance, business performance and organizational effectiveness. Lin and Kuo (2007) proposed project performance based on humanistic performance factors which consist of employee retention
and motivation and market performance factors which consists of sales, profit margin and customer satisfaction. Naumann and Gael (1995) stated than employee and customer satisfaction are among a firms key performance measures that could lead to behaviors and according to Spector (1997) could lead to better organizational functioning.

Kloppenborg and Opfer (2012), in a detailed review of project management research, found that the focus of project management research in the 1960s to 2000s concentrated on the elements of planning and scheduling. In the 2000s the emphasis was in the area of scheduling, control, and automated tools, which led to research in the area of life cycle costing and risk management planning. In the late 2000s research into team building and leadership emerged (Shenhar & Dvir, 2007). The emphasis placed on leadership and human relations contributed to increased efficiency in addressing the problems encountered in the project process (Johnson, 2009). The development of better processes and the organizing of teams more effectively resulted from an increased emphasis on leadership and human resources (Kloppenborg & Opfer, 2012).

Achieving successful project outcomes require the combination of technical and leadership competencies (Zimmerer & Yasin, 2008). Many project management processes and techniques (planning, scheduling, control, and automated tools) exist for tracking and measuring the technical elements of projects. The processes and methods do not generally track or measure leadership skills of managing people such as communication, building
relationships, resolving conflict, and team engagement or motivation (Kloppenborg & Opfer, 2012). It is believed that leadership competencies are required to enable project management to effectively use human resource skills to improve project outcomes (Schmid & Adams, 2008).

Project managers draw on a variety of leadership approaches with management literature mentioning leadership styles like autocratic leadership, bureaucratic leadership, charismatic leadership, democratic leadership, laissez-faire leadership (Turner & Muller, 2005). Each style of leadership impacts project performance differently, some of them helping projects achieve success, others only hindering their development and being a source of dissatisfaction and demotivation (Drucker, 2006). Skills also affect performance of projects and they need to be developed, knowledge needs to be acquired and most of all, experience needs to be accumulated. Effective leadership means the success of the project (Schein, 2004).

1.1.3 Projects at Compassion International

Kitui County, Kenya presents itself as a semi-arid area, characterized by inadequate rainfall, food shortages, illiteracy and high levels of poverty according to the Environmental Resource Management report (2012). As a result of these conditions, Compassion International has established 12 projects in this region to help alleviate poverty with each project receiving a funding of over Kshs. 1.2 million to oversee successful implementation and outcome. These
include water, education, agricultural, housing and income generating projects among others. Quite a number of resources including but not limited to finances, facilities and human resources are deployed to see successful project performance. However, many continue to fail despite the huge financial resources injected into these projects. In the recent past 8% of projects undertaken have been terminated, 20% are poorly performing, 32% are fairly performing and its only 40% of projects are exhibiting excellent performance (CI project performance report, 2014). Some of these projects overstretch their given time of execution and budgets while others lack in quality. This has adverse effects since it makes some donors withdraw their financial support. The report cited leadership as the main factor influencing the results.

The projects are under the leadership of project manager who works closely with the project teams and committee members to ensure proper implementation. The committees are drawn from the communities and some of them lack the desired leadership training and experience while majority of the project staff are young graduates who lack experience and leadership poses as a challenge. Compassion International realized that leadership has an impact on project performance and therefore commits to leadership principles in an ever increasing manner (CIK policy manual). The organization has therefore embarked into recruiting competent staff, training on leadership and putting control measures to track progress. It is
for this reason that this study seeks to establish the influence of project management leadership on the performance on Compassion International projects in Kitui County.

1.2 Statement of the Problem

There is growing realization that leadership is critical to project performance (Adams, 2008). Leadership affects project culture, project strategy, and project team commitment (Shore, 2015). Many projects continue to fail despite advances in project management methodologies, leadership being a major cause (Berg & Karlsen, 2007; Ellemers, DeGilder, & Haslam, 2014; Schmid & Adams, 2008). A study done by Lynet (2015) on leadership and performance of IT projects found out that the leadership competency required for successful project performance was lacking despite the huge investment and use of established project methods and techniques.

According to an audit report (2015) some Compassion’s International projects do not meet performance requirement as they do not conform to time and budgetary requirements. Some of the projects overstretch their budgets and are not completed on time. The project beneficiaries should graduate from the program after attaining the desired outcomes but this is not the case meaning that outcomes are not achieved. This is largely attributed to the limited understanding by the project leaders on how to utilize the aspects of leadership which include skills, experience, control and leadership style to influence the performance of their projects.
Previous leadership studies have noted that leadership results to effectiveness (Marks, Zaccaro & Mathieu, 2000). Apart from the contributions which have been made from the early research, the amount of the research that have a focus on leadership aspects affecting project success is relatively less (Belout & Gauvreau, 2004; Henrie & Sousa, 2005; Leybourne, 2007). Piyush, Dangayach and Mittal, 2011), while discussing various leadership factors in context of organizational variables, suggested the need to explore the aspects of leadership with emphasis on skills, experience and leadership styles in order to achieve success in project based organizations. Walker and Walker (2011) stressed the need of re-examination of the skills, amount of experience and leadership styles required by project manager to deliver projects successfully.

This research attempts to fill the gap of empirical evidence, through investigation of the effect of leadership skills, leader experience and leadership styles of the project manager to project performance. Moreover, it also endeavors to determine the effect of control on performance of projects at Compassion International in Kitui County, Kenya.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to establish the effect of leadership on performance of Compassion International projects in Kitui County, Kenya.
1.3.2 Specific Objectives

The study was guided by the following objective of the study

i. To determine the effect of leadership skills on performance of Compassion International projects in Kitui County, Kenya

ii. To establish the effect of leadership experience on performance of Compassion International projects in Kitui County, Kenya

iii. To determine the effect of leadership control on performance of Compassion International projects in Kitui County, Kenya

iv. To examine the effect of leadership style on performance of Compassion International projects in Kitui County, Kenya

1.4 Research Questions

The study sought to answer the following research questions

i. To what extent does leadership skills affect the performance of Compassion International projects in Kitui County, Kenya?

ii. To what extent does leadership experience affect the performance of Compassion International projects in Kitui County, Kenya?

iii. To what extent does leadership control affect the performance of Compassion International projects in Kitui County, Kenya?

iv. To what extent does leadership style influence the performance of Compassion International projects in Kitui County, Kenya?
1.5 Significance of the Study

The findings of the study are of great importance to project leaders as they will get to understand on how leadership influence the performance of projects in Kenya, this will assist them in selection of project managers with the right qualities that will lead to better performance of the project. The findings of the study will assist policy makers in the field of project management in designing policies with an aim of improving project leadership, as they will be enlightened on how leadership affects project performance. Future scholars and academicians will benefit from this study as it will form the basis for future research as well as provide literature material for future research. The findings of this study will add to the body of knowledge on the effects of leadership on the performance of projects.

1.6 Scope of the Study

This study sought to establish the effect of leadership skills, leadership experience, leadership control and leadership styles on the performance of Compassion International project in Kitui County, Kenya. The study targeted leaders and the employees involved in the implementation of the projects.

1.7 Limitations of the Study

The respondents approached were reluctant in giving information fearing that the information would be used to intimidate them or print a negative image about them or the organization. Some respondents had a negative attitude and were unwilling to fill in the questionnaires.
However, the researcher obtained an introductory letter from the university that assured the respondents that their information would be used for academic purposes only. In addition, the researcher shared a confidentiality statement with the respondents. Employees involved in project implementation operate on tight schedules; respondents are not able to complete the questionnaire in good time and this might overstretch the data collection period. To mitigate this limitation, the researcher persuaded targeted respondents to fill up and return the questionnaires.

1.8 Organization of the Study

Chapter one provides background information, the problem statement, research objectives and the research questions, significance of the study, and scope of the study and limitations of study. Chapter two provides literature review on the effect of leadership on the performance of CI projects, theoretical review, empirical review, research gaps and the conceptual framework. Chapter three outlines the research methodology that the study will employ, the target population, the sample and sampling techniques that will be adapted, data collection techniques, data analysis methods and ethical considerations.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents literature reviews to establishing the influence of leadership on the performance of projects in Kenya, with special focus on a case of Compassion International projects in Kitui County. This is presented in form of theoretical review, empirical review, research gaps and conceptual framework.

2.2 Theoretical Review

The section reviews theories that are relevant to the topic of the study. The study will be based on trait theory of leadership, behavioral theory, contingency theory of leadership and also control theory.

2.2.1 Trait Theory of Leadership

The traits theory is the oldest leadership theory that states that leaders are born and not made as instigated by Thomas Caryle in the early 1900s (i.e., that leadership is largely innate, rather than being developed through learning). Early research (Mann, 1959; Stogdill, 1948) focused on the relationship between personality and leadership but reported little evidence. Bateman and Zeithanal (1993) emphasized that the trait approach assumes the existence of leadership personality and that leaders are born and not made. Davies (1990) also agrees that the trait approach stresses on the personality of the leader above all factors. According to
Bateman and Zeithanal, leadership traits could be isolated and that people with such traits could then be recruited, selected, and installed into leadership positions. DSouza (1989) identified the clusters of traits as character, technical and professional expertise, problem-solving and analytical ability, innovation, self-development, focus on results, setting goals, taking personal responsibility for outcomes, effective communication, inspiring and motivating others, trust and interpersonal effectiveness, concern for others, development, ability to champion change and ability to relate well to outside stakeholders. John Gardner (1989) came to the conclusion that there were some qualities or attributes leaders possessed. These are: physical vitality and stamina; intelligence and action-oriented; judgment; eagerness to accept responsibility; task competence; understanding of followers and their needs; skill in dealing with people; need for achievement; capacity to motivate people; courage and resolution; trustworthiness; decisiveness; self-confidence; assertiveness and adaptability/flexibility.

The project leaders at Compassion International need to make the best use of the trait theory to spearhead the projects towards success. Although there was little consistency in the results of the various trait studies, some traits did appear more frequently than others, including: technical and professional skill, problem solving skills, communication and interpersonal skills. The trait theory however has some limitations (Saddler, 1997). Traits associated with leadership in one situation do not predict leadership in another Gordon (1987). Gordon says that there is also no consensus as to what exhibit the behavior of the leader. This has ignored the role of
subordinates and its effects on leadership. Leadership is a dynamic process varying from situation to situation with changes in leaders, followers and situations as emphasized by Hersey and Blanchard (1988). Stogdill (1974) concluded that a person does not become a leader by virtue of possession of some combination of traits but situational variables obviously influence the leader’s behavior patterns. He pointed out that different types of group of activities require different types of leaders. Leaders at Compassion International projects should also do a situational analysis of the situation at hand and decide on the best approach to use.

2.2.2 Behavioral Theory of Leadership.

The behavioral theory was instigated by Blake and Mouton (1964). Behavioural theories focus on how leaders behave and assume that leaders can be made, rather than born and successful (Douglas, 1975). Douglas further stressed that a leader’s behaviour is the best predictor of his leadership influences and as a result, is the best determinant of his or her leadership success. Tannenbanum and Schmidt (2008), also identified four different types of leaders based on the leaders’ behavior which have been most widely accepted and used. These leadership styles, which center around Mc Gregors Theory X and Y assumptions, are democratic, autocratic, dictatorial, and laissez faire leadership styles. Kurt Lewin (1930) developed a framework based on a leader's behavior. He argued that there are three types of leaders: autocratic, democratic and leiszez-faire leaders.
In the authoritative style the manager expects his word to be law and employees do not have room to present their suggestion for consideration. Decisions are made at the highest level of an organization and handed down through established protocols to be implemented across the appropriate levels by the employees through existing organizational procedures. In this type of leadership motivation among employees is very minimal or nonexistent and the techniques that are used to provide motivation apply a combination of threats and promises such as benefits and retributions (Tannenbaum & Schmidt, 2008).

Democratic leadership style also referred as participative style strives to involve employee in organizational management and decision making. In this type of leadership a manager understands that employee are more informed in some instances than their leaders and can therefore provide valuable insight that can enable informed decisions at the management level. It makes an employee feel important and appreciated at the work place and is therefore a very motivating method of running an organization. By involving employees in organization management and decision making serves to impart this skills in their routine job requirements besides grooming them for their next career levels within the organization (Tannenbaum & Schmidt, 2008). However this style is only effective in an organization where employees are skilled and very knowledgeable in their areas of specialty since they are less likely to make work related mistakes that might be costly to the organization.
The final leadership style is the Leissez-Faire which describes lack of interest, and rightly so because in this case a manager is almost detached away from the intricacies of organization and employee management. Much leeway is given to employee to use their best judgment and achieve individual or teamwork requirements, meet targets and work deadline (Hofstede, 2007). The manager hardly ever supervise employee or follow up on their progress but relies on internal organizational systems. This style too should be adopted where the employee are qualified and competent in discharging their duties without direction and are mature to achieve self-motivation.

However, it was difficult to say a style of leadership was significant in enabling one group to work better than another (Wright, 1996). The researchers did not look properly at the context or setting in which the style was used. According to Wright, the styles that leaders can adopt are far more affected by those they are working with, and the environment they are operating within, than had been originally thought. Project leaders at Compassion International should employ the style that fosters a strong working relationship through effective communication and motivate members towards high performance. They should also examine the situation at hand and employ the right mix of skills and style in order to achieve success.

2.2.3 Human Capital Theory

The concept of human capital was fully developed in the 1960s and states that there is no substitute for knowledge and learning, creativity and innovation, competencies and
capabilities; and that they need to be relentlessly pursued and focused on the firm’s environmental context and competitive logic (Rastogi, 2000). Such a consideration leads to the conclusion that the accumulation of exceptionally talented individuals is not enough for the organization, there must also be a desire on the part of individuals to invest their skills and expertise in the organization and their position.

Human capital is generally understood to consist of the individual’s capabilities, knowledge, skills and experience of the company’s employees and managers (Dess & Picken, 2000). Investment in human capital includes formal education, off-the-job training and on-the-job training (Becker, 1962). According to Becker (1962), skills can be acquired through education and (formal) training but also (and mainly) through the course of people’s activities at work (learning-by-doing). Rosen (1986) points to the fact that most specific job skills are learned from performing the work activities themselves. He goes on to argue that there is no perfect substitute for apprenticeship and for work experience itself. Learning potential is viewed as a by-product of the work environment, tied to a specific work activity, but varying from activity to activity and from job to job. The knowledge and skills a worker has which come from education and training, including the learning that experience yields, generate a certain stock of productive capital. Job search and migration are activities that increase the value of one’s human capital by increasing the price received for a given stock of skills. A manager’s experience is measured in terms of time in years, past involvement and should reflect in the quality of his work (Rodrigues & Lopes, 1997).
Human capital theory is of great importance and can be applied by project managers to improve the performance of projects. Project managers and teams should invest in education and training in order to acquire knowledge and skills for successful project implementation. The project leaders should have previous related job knowledge gained through past involvement as this will help detect patterns and problems that might arise in the course of project implementation. Employees serving in lower supervisory levels should be promoted to higher levels since they have a wide pool of knowledge and technical skills.

2.2.4 The Control Theory

The control theory was developed by Travis Harschi in 1969. The theory states that behavior is caused not by outside stimuli, but by what a person wants most at any given time. According to control theory, weak social systems result in deviant behavior. Deviant behavior is less likely to happen if the individual has strong social bonds with positive influences. People and organizations will behave in ways that aim to reestablish an equilibrium in the system when change occurs. People behave according to their basic needs, and when the needs of an employee align with organizational demands/standards, the desired behavior is achieved (Luria 2008). According to Travis Hirschi (2011) norms emerge to deter deviant behavior, leading to conformity. People will conform to a group when they believe they have more to gain from conformity than by deviance.
People seek feedback and then set goals based on that feedback (Locke, 1991). Locke (1991) came up with four basic elements of the feedback loop: sensors, referent standards, comparators, and effectors. The sensor detects the current environment and puts the feedback loop into motion. The referent standard is a goal or benchmark and it is this goal, which is compared to the sensor through the use of the comparator. The comparator is the mechanism that is used to compare the current environment based on sensor input to the goal or referent standard. If the comparator detects a discrepancy between the current environment and the referent standard, the effector is invoked to reduce the discrepancy and retire. Retirement is the state of equilibrium achieved when one’s efforts produce results that match up to their goals.

Klein (1989) expanded control theory to better illustrate how it applies to human behavior. His model comprised of the goal (referent standard) which is the desired standard one would like to achieve; behavior (effector) which is the action taken to decrease the discrepancy between the information perceived and the goal; performance which is determined by the behavior of the participant; feedback (sensor) which is the data attained from the performance behavior, and indicates if the goal was met; comparator which compares feedback to the original goal. If an error is perceived, the individual will evolve their behavior to illicit a change in output, thereby correcting the perceived error. Given all of the components above, individuals are able to change the intensity of their effort or the direction of their behavior. This can be considered the main goal of the entire Control Theory.
Control theory has shown multiple applications in the workplace. To increase employee performance, managers need to ensure that employees have specific and challenging goals, which result in better performance than ambiguous goals (Campion & Lord, 1982). Supervision in the workplace can be analyzed as a control system made up of supervisors and subordinates (Scheier, 1981). Management by Objectives (MBO) programs can also utilize control theory to describe and organize the feedback loop between managers, their subordinates, and the tasks they are accomplishing as a team (Hanges, 1987). Control theory emphasizes that people continually seek feedback therefore you will see the control theory applied in areas of evaluation, weekly check-ins, and team meetings.

Compassion International project leaders can make good use of the control theory to improve the performance of their projects. They need to set standards by having a clear set of goals and well defined staff roles and responsibilities. The project leaders need to establish ways of comparing actual performance to predetermined standards. Provision of clear and feedback will help detect any discrepancies during project implementation and allow room for correction. This will be done through monitoring to track progress, conducting financial audits to ensure effective and efficient use of resources and through performance measurement.

2.2.5 Goal Setting Theory

The goal-setting theory was developed by Edwin Locke and Gary Latham in the year 1990. The theory postulates that people who have more specific, difficult but attainable goals
perform better than those with less difficult and general goals (Locke, 1990). Locke proposed five basic principles of goal-setting: clarity, challenge, commitment, feedback, and task complexity. A well-defined goal is more achievable than a poorly defined goal. The goal should be measurable and specific. The goal must also have some level of difficulty in order to help people and organizations stay motivated. Commitment plays an important role towards performance. There must be some deliberate effort to stay committed towards attaining the goal. In order for projects to perform better, there should be some feedback. A method of information sharing must be set up to show progress towards the desired results. Task complexity will also determine how a project performs. When faced with a highly complex task, people can get overwhelmed. The project leaders must allocate enough time to work on the goal, practice and give some padding that is necessary for success.

Project leaders at Compassion International need to make some good use of the goal-setting theory to ensure successful project performance. The leaders should work together with the project staff in setting clear and specific goals. Goals set should have some level of challenge in order to drive the project team to work harder to achieve them. Feedback through information sharing should be highly encouraged. This will help in judging progress of the project, and can either be internal or external feedback. When the project activities are very complex, enough research, time, and resources should be made available to ensure success.
2.3 Empirical Review

2.3.1 Leadership Skills and Project 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.

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 managers’ 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 exist between each of identified soft leadership skills and project performance.

2.3.2 Leadership Experience and Project Performance

Aidah (2015) studied the effects of training and experience on employee performance in a 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 120 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.

Hunter (2013) conducted a study on the relation between job experience and job performance at Corporate Staffing Services Ltd. The research design used was survey and data was collected from a total sample of 208 employees. The correlation between job experience and job performance was found to be moderated by two variables: length of experience and job complexity. The highest correlations were obtained in populations with low mean levels of job experience and for jobs that place low levels of cognitive demands on employees. Results indicate that for all levels of job experience and for both low- and high-complexity jobs, the correlation between job experience and job performance is positive. Regardless of the
complexity level of the job, the mean level of job experience in the sample is a strong moderator of the correlation between job experience and job performance.

David (2012) in his study on age and work performance: effects of experience and occupational type. The study examined the relative effects of age and total years of experience for predicting work performance. The results indicated that experience was a better predictor of performance than age. The findings also showed that age and experience indicate a nonlinear relationship with 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 resources influence performance of church based projects to a great proportion.

2.3.3 Leadership Control and Project Performance

Grace (2015) investigated the effect of internal controls on organizational performance using a case study of Eco bank Kenya. The research design was the descriptive survey research design in which a population of 50 staff was looked into. Statistical package for social sciences (SPSS) was employed to analyze data. Findings reveals that is there is significant
relationship between internal control systems and organizational performance of Eco bank Kenya.

Ford (2014) conducted a study on the relationship between management control system usage and project success. Using data obtained from managers in 22 organizations, he explored the extent to which managers believed their management control systems were employed when implementing projects. Relationships between commonly employed management controls and implementation success were also estimated. Results indicated that managers used management control systems less extensively than other elements of leadership. A strong relationship was found between the use of control systems and project success.

Kimathi (2014) conducted a study to determine the relationship between management control systems and strategy on organizational performance in the hotel industry. Data was collected from 100 hotel managers by use of questionnaires and analyzed through SPSS. The findings were that regular use of control systems and performance driven behavior leads to improved organizational performance.

Hannah (2013) studied the impact of management control systems on efficiency and quality performance of correctional institutions in Kenya. Data was collected from 61 correctional institutions. Both non-parametric data envelopment analysis (DEA) and parametric stochastic
frontier analysis (SFA) were used to examine how MCS affects efficiency and quality performance in correctional institutions. The results showed that correctional institutions with tight MCS have both efficient and high quality performance.

2.3.4 Leadership Style and Project Performance

Abdullah (2015) did a study on the influence of leadership styles on organizational performance of logistics companies in Mombasa County. Descriptive and inferential statistics were employed to answer the hypothesis of the study. Data was collected from a sample of 150 managerial staff and analyzed through SPSS. The study found out that all of the leadership styles had an influence on organizational performance and contributed significantly to organizational performance. The study revealed that democratic leadership style emerged as the most significant influence on organizational performance.

Koech (2014) did a study to investigate the main effects of leadership styles on organizational performance at state-owned corporations in Kenya. It specifically sought to determine the impact of laissez-faire, transactional and transformational leadership styles on organizational performance at state-owned corporations in Kenya. A descriptive survey research based on the perceptions of middle and senior managers in thirty 30 state-owned corporations based in Mombasa, Kenya was undertaken. A structured self-completed research questionnaire was thereafter distributed and collected after one week. The findings of the study were that correlations between the transformational-leadership factors and
organizational performance ratings were high whereas correlations between the transactional-leadership behaviors and organizational performance were relatively low. As expected, laissez-faire leadership style is not significantly correlated to organizational performance and should be discarded.

Odera (2014) did a study to examine the impact of leadership style on organizational performance in selected Banks, in Machakos, Kenya. Purposive sampling technique was adopted in selecting a total of sixty (60) respondents as sample for the study, while relevant data was gathered with the aid of a structured questionnaire. One hypothesis was formulated and inferential statistical tool was used to analyze the data. Pearson product moment correlation was used to examine the relationship between leadership style dimensions and organizational performance, while Regression analysis was used to examine the significant effect of leadership style dimensions on followers and performance. Findings showed positive and negative correlation between leadership style dimensions and organizational performance. It was also found that leadership style dimensions jointly predict organizational performance. The study concluded that transformational and democratic leadership style should be employed by the banks for better performance.

Thwala (2012) conducted a study on the relationship between leadership styles and project success in the South Africa construction industry. Data was collected through a structured
questionnaire aimed at 150 project and construction managers in the South African construction industry. Data from the questionnaire were analyzed using SPSS 21.0 software. Correlation analysis was used to determine the relationship between leadership styles and project success. Likewise, the relationship between the different leadership styles and project successes in the South African construction industry was investigated using Pearson Product-moment Correlation Coefficient. Findings from the study revealed that there is a positive relationship between transactional leadership and project success. The results further revealed that there is no relationship between Laissez faire leadership style and construction project success.

Ongesa (2012) did a study on the effect of leadership styles on the performance of public secondary schools in national examinations in Tana River County, Kenya. Explanatory approach was used. Sample size of 49 respondents was selected for the study and primary data was collected from the teachers and principals using self-administered questionnaires. Both inferential and descriptive statistics were used to analyze the data. The finding of this study strongly indicate a positive relationship between the principals’ leadership styles and students’ performance. Autocratic leadership style was found to have a significant effect on the students’ performance in national examinations. The study recommends the principals to shift to transformative approaches of leadership to enhance good performance of at the national level.
## 2.4 Summary of Literature Review and Research Gaps

The following table shows a summary of literature review and research gaps.

### Table 2.1 Summary of Literature Review and Research Gaps

<table>
<thead>
<tr>
<th>Author(S)</th>
<th>Topic</th>
<th>Variable</th>
<th>Findings</th>
<th>Research Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiioh (2015)</td>
<td>Influence of project management leadership on performance of information technology projects: a case of Fintech Kenya</td>
<td>Leadership skills, leadership experience, leadership control, leadership style</td>
<td>There was a significant relationship between project management leadership skills, experience, control, leadership style and performance of IT projects at Fintech</td>
<td>The research was on IT projects only and the results could not be generalized to other type of projects</td>
</tr>
<tr>
<td>Kariuki (2014)</td>
<td>Influence of leadership skills on the success of information technology projects within the Kenyan banking industry;</td>
<td>Leadership skills, top management support</td>
<td>The study found that leadership skills are key determinants of the success of the information technology projects within Kenyan banking industry</td>
<td>The research focused on one variable; leadership style. There is need to study other aspects that were found to have an influence on leadership</td>
</tr>
<tr>
<td>Ngiri (2012)</td>
<td>Factors influencing Performance of Rural Development Community-Based Projects in Murang’ a South District, Murang’ a County</td>
<td>Leadership skills, stakeholder participation, monitoring and evaluation</td>
<td>The results indicate that project performance is significantly related with leadership skills used by the project managers, monitoring and evaluation as well as stakeholder participation</td>
<td>The study only mentioned that other factors such as experience and leadership style equally influence performance of projects.</td>
</tr>
<tr>
<td>Dzirikure (2013)</td>
<td>Key determinants of performance of HIV and AIDS projects.</td>
<td>Leadership skills, resource availability, environment</td>
<td>Lack of appropriate project organization structures, poor management systems and leadership skills are the major causes of poor project performance</td>
<td>The study was not conclusive on the leadership skills</td>
</tr>
<tr>
<td>Huwein</td>
<td>Impact of Project communication</td>
<td>This study indicates</td>
<td>The study only</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Author</td>
<td>Title</td>
<td>Findings</td>
<td>Study Limitations</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2013</td>
<td>Manager</td>
<td>Manager’s Soft leadership skills on project success.</td>
<td>that a statistically significant positive relationship exist between each of identified soft leadership skills and project performance.</td>
<td>focused on soft skills and ignored hard skills</td>
</tr>
<tr>
<td>2013</td>
<td>Aidah</td>
<td>Effects of training and experience on employee performance in a telecommunication industry in Uganda.</td>
<td>The study found out that training and experience have a clear effect on the performance of employees.</td>
<td>The study was not conclusive in that it ignored other aspect that affect performance</td>
</tr>
<tr>
<td>2015</td>
<td>Isaboke</td>
<td>Influence of Water Resource Users Association leadership on water resources management, a case of Mount Kenya region.</td>
<td>The study found that WRUA leadership had the necessary level of school education, training and the necessary experience for water resources management</td>
<td>A project manager experience over the years was naturally expected to reflect in the performance.</td>
</tr>
<tr>
<td>2013</td>
<td>Kyongo</td>
<td>Factors influencing the effective performance of community -based projects in Kenya: A case of Thika District.</td>
<td>Leadership experience and project management training had the least influence. With their effects being indirect though they played a major role in the performance of CBO projects</td>
<td>The study was not conclusive enough on the relationship between leadership, training and experience and project performance.</td>
</tr>
<tr>
<td>2013</td>
<td>Hunter</td>
<td>Relationship between job experience and job performance</td>
<td>The correlation between job experience and job performance was found to be moderated by two variables: length of experience and job complexity</td>
<td>The findings of the study could not be generalized</td>
</tr>
<tr>
<td>2012</td>
<td>Kiundu</td>
<td>Factors that influence the performance of church</td>
<td>The research findings show that church leadership experience,</td>
<td>The study only focused on one</td>
</tr>
<tr>
<td>Author (Year)</td>
<td>Title</td>
<td>Methodology</td>
<td>Findings</td>
<td></td>
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<tr>
<td>---------------------</td>
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<td></td>
</tr>
<tr>
<td>Grace (2015)</td>
<td>Effect of internal controls on organizational performance a case study of Eco bank Kenya.</td>
<td>Internal controls</td>
<td>That is there is significant relationship between internal control system and organizational performance of Eco bank Kenya. Assumed that management functions may be carried out by the manager, but he/she could not ensure that the plans are carried out without exercising control.</td>
<td></td>
</tr>
<tr>
<td>Ford (2015)</td>
<td>Relationship between management control system usage and project success</td>
<td>Management control</td>
<td>Results indicated that although managers used management control systems less extensively than other elements of leadership. A strong relationship was found between the use of control systems and project success. Control was considered as a purpose in itself, but not as a way of achieving a goal.</td>
<td></td>
</tr>
<tr>
<td>Kimathi (2014)</td>
<td>The relationship between management control systems and strategy on organizational performance in the hotel industry.</td>
<td>Control, strategy</td>
<td>The study found out that management control and influenced organizational performance. The study focused on only one aspect of leadership.</td>
<td></td>
</tr>
<tr>
<td>Hannah (2013)</td>
<td>Impact of management control systems on efficiency and quality performance of correctional institutions in Kenya.</td>
<td>Management control,</td>
<td>The results showed that correctional institutions with tight MCS have both efficient and high quality performance. The design used could not support generalization of findings to all projects.</td>
<td></td>
</tr>
</tbody>
</table>
| Abdullah (2015)     | The influence of leadership styles on organizational performance of logistics | Democratic, Laissez faire, Authoritative Leadership | The study found out that all of the leadership styles had an influence on The study could not be generalized to project organizations.
<table>
<thead>
<tr>
<th>Source</th>
<th>Study Title</th>
<th>Leadership Styles</th>
<th>Findings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Koech (2015)</td>
<td>The main effects of leadership styles on organizational performance at state-owned corporations in Kenya</td>
<td>Transformational, transactional, and laissez-faire leadership styles</td>
<td>The findings of the study were that correlations between the transformational-leadership factors and organizational performance ratings were high whereas correlations between the transactional-leadership behaviors and organizational performance were relatively low. Laissez-faire leadership style is not significantly correlated to organizational performance.</td>
<td>The study was on only one aspect of leadership i.e. style. Other aspects need to be studied.</td>
</tr>
<tr>
<td>Odera (2014)</td>
<td>The impact of leadership styles on organizational performance in selected Banks, in Machakos, Kenya.</td>
<td>Transformational, democratic Leadership styles</td>
<td>Leadership style dimensions jointly predict organizational performance. The study concluded that transformational and democratic leadership style should be employed by the banks for better outcomes.</td>
<td>Results could not be generalized for projects since it only focused on banks.</td>
</tr>
<tr>
<td>Authors</td>
<td>Title</td>
<td>Leadership Style(s)</td>
<td>Findings</td>
<td>Other Factors</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Thwala (2014)</td>
<td>The relationship between leadership styles and project success in the South Africa construction industry</td>
<td>Laissez faire, transactional leadership styles</td>
<td>Findings from the study revealed that there is a positive relationship between transactional leadership and project success. The results further revealed that there is no relationship between Laissez faire leadership style and construction project success.</td>
<td>Other factors found to influence performance were not studied</td>
</tr>
<tr>
<td>Ongesa (2012)</td>
<td>The effect of leadership styles on the performance of public secondary schools in national examinations in Tana River County, Kenya</td>
<td>Autocratic, Laissez faire Leadership style</td>
<td>The finding of this study strongly indicate a positive relationship between the principals’ leadership styles and students’ performance. Autocratic leadership style was found to have a significant effect on the students’ performance in national examinations</td>
<td>The study was not conclusive</td>
</tr>
</tbody>
</table>

2.5 Conceptual Framework

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. A conceptual framework is used in research to outline possible courses of action or to present a preferred approach to an idea or thought.
Independent Variables

Leadership skills
- Problem solving skills
- Professional expertise
- Effective communication
- Interpersonal skills

Leadership Experience
- Knowledge and skills
- Time in years
- Quality of work
- Past involvement

Leadership control
- Clearly defined standards
- Process adherence
- Performance measurement
- Financial audit

Leadership Style
- Authoritative
- Democratic
- Leisze- Faire

Dependent Variable

Performance of Projects
- Project completion within time, budget and quality
- Objectives are achieved
- Beneficiary satisfaction

Figure 2.1 Conceptual Framework

Source: Researcher (2016)
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes methodology that will be used for collecting and analyzing the data in the study. It describes the research design, population, sample and sampling techniques, instruments for data collection and procedures, pilot tests and data processing as well as data analysis methods suitable to the achievements of the stated objectives.

3.2 Research Design

The research design that was adopted for this study was descriptive research design because it allowed the researcher to study phenomena and not to manipulate variables as noted by Kombo & Tromp (2006). Borrowing from Mugenda and Mugenda (2013) descriptive research is a self-report study which requires the collection of quantifiable information from the sample. This research design was suitable for establishing the effect leadership and performance of Compassion International projects in Kenya, Kitui County. By using this design, the researcher was able to find answers to questions by analyzing specific variable related to project performance.
3.3 Target Population

The study targeted 160 respondents who comprised of project managers, project team members, community leaders and project beneficiaries who are involved in the implementation of Compassion International projects in Kitui County, as indicated in company’s (Project Manual, 2016).

Table 3.1 Target Population

<table>
<thead>
<tr>
<th>Type of Projects</th>
<th>No of Projects</th>
<th>Project Managers</th>
<th>Project Team Members</th>
<th>Community Leaders</th>
<th>Project Consultants</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Projects</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>21</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Education Projects</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>21</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Agricultural Projects</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>21</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>IGA Projects</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>21</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
<td><strong>40</strong></td>
<td><strong>84</strong></td>
<td><strong>24</strong></td>
<td><strong>160</strong></td>
</tr>
</tbody>
</table>

Source: Project Manual (2016)

3.4 Sampling Design

This refers to the techniques that will be adopted in selecting items for the sample.

3.4.1 Sampling Techniques

Stratified random sampling was employed to sample the respondents
3.4.2 Sample Size

The sample size of the study was determined using the Krejcie & Morgan (1970) sampling formula as adopted by Amin (2005), which recommended the appropriate sample for any given population. The selection formula is as follows:

\[ n = \frac{Z^2 p q N}{e^2(N-1) + Z^2 p q} \]

Where \( n \) = the required sample size

\( P \) = proportion of population with the required characteristics of the study

\( Q \) = proportion of population without the required characteristics of the study (1-P)

\( N \) = Total population

\( e \) = accuracy level required. Standard error = 5%

\( Z \) = Z value at the level of confidence of 95% = 1.96

Therefore, the total number of respondents in this study was 113 respondents, this represents 70.6% of the target population.

\[ n = 1.96^2 \times 0.5 \times 0.5 \left( \frac{160}{0.05^2 \times 159} + (1.96^2 \times 0.5 \times 0.5) \right) \]

\[ n = 0.9604 \left( \frac{160}{0.05^2 \times 159} + 0.9604 \right) \]

\[ n = 153.664 \]

\[ n = 1.3579 \]

\[ n = 113.16 \]

\[ n = 113 \]
Table 3.2 Sampling Size

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Frequency</th>
<th>Sample Ratio</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Managers</td>
<td>12</td>
<td>0.706</td>
<td>9</td>
</tr>
<tr>
<td>Project Team Members</td>
<td>40</td>
<td>0.706</td>
<td>28</td>
</tr>
<tr>
<td>Community Leaders</td>
<td>84</td>
<td>0.706</td>
<td>59</td>
</tr>
<tr>
<td>Project Consultants</td>
<td>24</td>
<td>0.706</td>
<td>17</td>
</tr>
</tbody>
</table>

Total: 160, Sample Ratio 0.706, Sample 113

Source: Researcher (2016)

3.5 Data Collection Instruments

The researcher used questionnaires as the data collection tool. The questionnaires featured structured questions that provide quantitative data for statistical analysis. On the other hand, open ended questions generated qualitative data for content analysis. The questionnaire design followed the objectives of the research, with the first part capturing the demographic characteristics of the respondents; part two interrogating on the leadership skills; part three on leadership experience; part four on leadership control; part five leadership style and the last part on performance of Compassion International projects. Owen (2002) recommends use of questionnaires for its potential in reaching out to respondents within a short time;
ability to accord respondents adequate time to respond and offers a sense of privacy and confidentiality to the respondent.

3.5.1 Pilot Testing

A pilot study was conducted prior to the main research to pre-test or try out research protocols, data collection instruments, sample strategies, and other research techniques in preparation for the study. This helped in identifying potential problem areas and deficiencies in the research instruments and protocols prior to implementation during the full study. One of the advantages of conducting a pilot study is to give advance warning about where the main research project could fail, where research protocols could not be followed, or whether proposed methods or instruments were inappropriate or too complicated (Vaus, 1993).

3.5.2 Validity

Validity is defined as the degree to which a test measures what it purports to measure (Collins & Hussey, 2003). Each item in the instruments was reviewed by the supervisor who noted how each of the specified study objectives and research questions was captured in the instrument. Content validity was ascertained by determining whether the content that the instruments contained was an adequate sample of the domain of the content they are supposed to represent.

3.5.3 Reliability

Joppe (2000), defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study, and if the results of a study could be reproduced under a similar methodology, then the research instrument was considered reliable.
To test the reliability of the instruments, a pilot study was conducted in the projects in nearby Mwingi District which have similar demographic characteristics to Kitui and a test-retest technique was used. The scores of the first and the second were correlated using Pearson Product Moment Correlation Coefficient formula. There was a strong relationship between the two sets of scores, highlighting consistency between the two tests, the measurement procedure was thus considered to be reliable. According to Silverman (2004) a coefficient of 0.7 and above is deemed reliable for the administration of the questionnaires.

3.6 Data Collection Procedure

Prior to commencing data collection; the researcher obtained a letter of introduction from the university and Permission was obtained from Compassion International Kenya to reassure their subordinates that the exercise was academic in nature. This study, primary data was collected through filled questionnaire distributed to respondents via email. This saved on time, cost and all respondents had an easy access. Filled questionnaires were collected from the projects by the researcher. Data collection extended for a period of one month.

3.7 Data Analysis and Presentation

The study applied both qualitative and quantitative approaches for data analysis. Qualitative data was analyzed through content analysis and presented in form of explanatory notes while quantitative data, was analyzed through descriptive statistics such as frequencies, percentages, means and standard deviations and presented in the form of tables and charts.

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The study also employed a multiple linear regression analysis to establish the relationship between the independent and the dependent variables. The multiple linear regression equation was:

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

Whereby \( Y \) = Project performance

\( X_1 \) = Leadership Skill,
\( X_2 \) = Leadership Experience,
\( X_3 \) = Leadership Control
\( X_4 \) = Leadership Style

While \( \beta_1, \beta_2, \beta_3 \) and \( \beta_4 \) are coefficients of \( X_i \) variables and \( \epsilon \) is the error term.

The following model diagnostic tools were used:

### 3.7.1 Multicollinearity

Linear regression assumes that there is little or no multicollinearity in the data. Multicollinearity occurs when the independent variables are not independent from each other. Multicollinearity implies that for some set of explanatory variables, there is an exact linear relationship in the population between the means of the response variable and the values of the explanatory variables (Van Horne, 1998). The study established the correlation between the variables by use of correlation matrix where the values obtained were less than smaller than 1.

### 3.7.2 Normality

Multiple regression assumes that variables have normal distributions (Darlington, 1968; Osborne & Waters, 2002). This means that errors are normally distributed, and that a plot of the values of
the residuals will approximate a normal curve (Keith, 2006). P-P Plot was used to test this assumption. Responses in the independent variables should be normally distributed along the normal probability distribution line.

### 3.7.3 Linearity

Linearity defines the dependent variable as a linear function of the predictor (independent) variables (Darlington, 1968). Multiple regression can accurately estimate the relationship between dependent and independent variables when the relationship is linear in nature (Osborne & Waters, 2002). Theory of pervious research was used to prevent non linearity and to inform the current analysis in choosing the appropriate variables.

### 3.8 Ethical Considerations

The researcher exercised utmost caution while administering the data collection instruments to the respondents to ensure their rights and privacy were upheld. Prior to actual administration of the instruments, an introduction on the aim and the purpose of the study was made to the respondents in the language they best understood. The study also sought the consent of the respondents before they were provided with all the requirements of the study. To ensure confidentiality, the respondents’ names did not appear on the questionnaire. Furthermore, no respondent was coerced into the excise at any level. The study findings were presented without any manipulation or influence by the researcher in any way.
CHAPTER FOUR
RESEARCH FINDINGS

4.1 Introduction

This chapter presents analysis and discussion of the findings of the study on the effect of project management leadership on performance of Compassion International projects in Kitui County, Kenya, and estimates of the model presented in the previous chapter.

4.2 Analysis of Response rate and Background Information.

This provides the response rate of all questionnaires issued and justification of why that response rate is adequate for data analysis. Further this section provides the descriptive analysis of the background information using the descriptive statistics.

4.2.1. Response Rate

The study targeted 113 respondents from Compassion International since these respondents were involved in the implementation of various projects. Out of the 113 issued questionnaires to the respondents, 98 questionnaires representing 86.73% of the total questionnaires distributed were returned fully completed, while 15 questionnaires were not returned, representing 13.27%, as indicated in figure 4.1
From this analysis, it can be inferred that the response rate of the study was good, since it is above the 50\% statistical significance according to Mugenda and Mugenda (2003).

**4.2.2 Gender of the Respondents**

This section presents gender of the respondents and the results are shown in figure 4.2.
From the findings, the study involved both male and female respondents and out of the 98 respondents, majority were female, representing 59.18% while the male counterparts were 40.82%.

4.2.3 Age of the Respondents

The study sought to establish the respondents’ ages and the findings are shown on figure 4.3.
Figure 4.3 Age of the Respondents

From the findings, out of the 98 respondents, there 6.13% respondents below the age of 20 years; 44.90% were between 20-29 years old; 31.63% were between 30-39 years old; 12.24% were between 40-49 years, while 5.10% were above 50 years old. The age distribution of the respondents revealed different levels of job experience in their respective functional areas.

4.2.4 Level of education

Figure 4.4 indicates the levels of education attained by the respondents.
Form the study findings, 18.38% of the respondents had secondary school education; 37.75% had diploma education; 29.60% had university degrees and 14.27% had postgraduate education. This means that majority of the respondents were well educated hence were comfortable in answering the questionnaire.

### 4.2.5 Job title

Respondents were drawn from various capacities in which they work in as shown on figure 4.5
From the stratified sampling conducted, 9.18% of the respondents were project managers; 49% were project team members; 53.06% were community leaders while 13.27% were consultants.

4.2.6 Length of service

The respondents length of service was expressed in terms of number of months/years involved in the implementation of the projects. The results are shown in the table.
The findings indicate that 4.35% of the respondents had worked in the organization for less than 1 year; 44.94% had worked for 1 to 3 years; 27.57% had worked for 3-5 years while 19.32% had worked for over 5 years. The findings indicate a population of young and less experienced personnel.

4.3 Descriptive Statistics for Study Variables

4.3.1 Performance of Compassion International Projects

The following statements were presented to the respondents to establish the extent to which they agreed with the statements on performance Compassion International Projects, where
1=strongly disagree, 2= disagree 3= Neutral, 4= Agree, 5= strongly agree. The findings are presented on Table 4.1

Table 4.1 Performance of Compassion International Projects

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects at CIK are completed within the budget</td>
<td>2.25</td>
<td>1.34</td>
</tr>
<tr>
<td>Projects at CIK are completed within time</td>
<td>2.95</td>
<td>1.36</td>
</tr>
<tr>
<td>Stakeholders are constantly involved in project activities</td>
<td>2.85</td>
<td>1.36</td>
</tr>
<tr>
<td>Project objectives are achieved</td>
<td>2.68</td>
<td>1.51</td>
</tr>
<tr>
<td>Project beneficiaries are satisfied</td>
<td>2.67</td>
<td>1.34</td>
</tr>
<tr>
<td>There is provision of timely data to key players</td>
<td>3.18</td>
<td>1.46</td>
</tr>
<tr>
<td>Project staff are properly selected and trained</td>
<td>3.18</td>
<td>1.45</td>
</tr>
</tbody>
</table>

Source (Survey Data, 2017)

**4.3.2 Leadership skills**

The study sought to establish whether project management leadership skills influence the performance of projects at Compassion International Kenya. This is presented on Table 4.6
Findings indicate that majority of the respondents, (89.80%) agreed that leadership skills influence performance of CI projects, while 10.2% indicated that leadership skills does not influence the performance of Compassion International projects in Kitui County.

The following statements were presented to the respondents to establish the extent to which they agreed with the statements on the effects of leadership skills on project performance. The findings are presented on table 4.2
Table 4.2 Leadership Skills

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A leader’s effectiveness depends on the ability to solve multiple problems</td>
<td>4.70</td>
<td>2.48</td>
</tr>
<tr>
<td>Technical and professional expertise is crucial to the success of a project</td>
<td>4.5</td>
<td>0.62</td>
</tr>
<tr>
<td>Conceptual thinking helps in detecting problems and patterns resulting to successful projects</td>
<td>3.57</td>
<td>1.34</td>
</tr>
<tr>
<td>Interpersonal effectiveness is key in accomplishing project goals and objectives</td>
<td>3.51</td>
<td>1.42</td>
</tr>
<tr>
<td>Effective communication and timely feedback leads to high performing teams</td>
<td>4.28</td>
<td>0.81</td>
</tr>
<tr>
<td>Different skills are required at different levels of management with conceptual skills at the top, people skills at the middle and technical skills at the lower levels</td>
<td>3.16</td>
<td>1.14</td>
</tr>
<tr>
<td>Both the leader and team members need to take self-development courses in order to work properly</td>
<td>3.73</td>
<td>1.37</td>
</tr>
</tbody>
</table>

Source (Survey Data, 2017)

From the findings, the respondents agreed that leadership skills are important in the performance of Compassion International projects. A leader’s effectiveness depends on the ability to solve multiple problems with technical and professional expertise being crucial to the success of a project while conceptual thinking helps in detecting problems and patterns resulting to successful projects with means of 4.70, 4.5 and 3.57 respectively and a corresponding standard deviation of 2.48, 0.62 and 1.34. This is in line with Lord and Hall (2015) findings that a leader’s effectiveness depends on his ability to solve multiple problems. Interpersonal effectiveness, communication and timely feedback were rated high in affecting performance with means of 3.51 and 4.28 respectively and standard deviations of 1.42 and 0.8. This enriches the study of Zenger & Folkman, (2012) contending that multiple
competencies were most effective. Giving feedback did not always correlate with effectiveness, whereas feedback while building trust did.

The researchers also established that listening skills were alone not valuable, but listening plus other interpersonal skills did make a difference. Respondents agreed to the statement that different skills are required at different levels of management, with conceptual skills at the top, people skills at the middle and technical skills at the lower levels which had a mean of 3.16 and that both the leader and team members need to take self-development courses in order to work properly with a mean of 3.73 and a corresponding standard deviation computed as 1.14 and 1.37. This concurs with Yulk (2006) who he noted that different competency mixes are required at different managerial levels, with conceptual skills at higher levels and technical skills at lower levels.

At compassion international projects, leaders scored differently. Leaders with problem solving skills scored high. Leaders with technical and professional expertise designed better programmes and would partake different activities geared towards better performance. Communication skills played a big role towards success. Projects which had a leader scored high as all the teams were well informed of the activities of the projects. Such projects also had minimal conflicts. Leaders with interpersonal skills were likeable and this also contributed to better performance.
To estimate the extent to which the respondents agreed with the effect of project management leadership skills on performance of CI projects, an analysis was done and the findings are presented on Table 4.3

**Table 4.3 Extent of Effect of Leadership Skills and Performance of CI Projects**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extend</td>
<td>45</td>
<td>45.92%</td>
</tr>
<tr>
<td>Great extend</td>
<td>40</td>
<td>40.82%</td>
</tr>
<tr>
<td>Moderate extend</td>
<td>10</td>
<td>10.20%</td>
</tr>
<tr>
<td>Little extend</td>
<td>3</td>
<td>3.06%</td>
</tr>
<tr>
<td>No extend</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source (Survey Data, 2017)

From the findings, 45.92% of the respondents agreed, that the effect was to very great extent; 40.82% acknowledged that the effect was to a great extent, 10.20% indicated that the effect was to a moderate extent while only 3.06% indicated the effect was of little extent.

It can be concluded that all respondents thus agreed that project management leadership skills affect the performance of Compassion International projects.

**4.3.3 Leadership Experience**

The study sought to establish whether project management leadership experience influences performance of Compassion International projects. as shown on Figure 4.8
Findings indicate that majority of the respondents (92.86%) agreed that leadership experience affects the performance of CI projects, while 7.14% indicated that leadership experience does not affect the performance of CI projects.

The following statements were presented to the respondents to establish the extent to which they agreed with the statements on leadership experience effect on performance of CI projects in Kitui County. The findings are presented on Table 4.4.
Table 4.4 Effect of Leadership Experience on Performance of CI Projects

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minimum years of experience of a project leader is required for</td>
<td>4.14</td>
<td>2.23</td>
</tr>
<tr>
<td>implementation Compassion International projects in Kitui County</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience gained over time leads to effective performance of Compassion</td>
<td>4.47</td>
<td>0.5</td>
</tr>
<tr>
<td>International projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project leader’s experience is reflected by the quality of his/her work</td>
<td>3.48</td>
<td>1.48</td>
</tr>
<tr>
<td>Project leader’s experience is important for planning and supervising</td>
<td>4.0</td>
<td>0.64</td>
</tr>
<tr>
<td>projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience provides accumulation of both technical and workforce</td>
<td>4.66</td>
<td>0.48</td>
</tr>
<tr>
<td>knowledge and skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership past involvement leads to effective performance of</td>
<td>4.56</td>
<td>0.68</td>
</tr>
<tr>
<td>compassion international projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees serving in lower supervisory job first before moving to</td>
<td>3.92</td>
<td>1.35</td>
</tr>
<tr>
<td>managerial positions enhance project quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managers with expansive experience are better placed to implement projects</td>
<td>4.29</td>
<td>0.86</td>
</tr>
<tr>
<td>within the budget and timelines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source (Survey Data, 2017)

The respondents agreed with all the statements with means of between 3.92 and 4.47. Respondents agreed that minimum years of experience of a project leader is required for implementation Compassion International projects in Kitui and that experience gained over time leads to effective performance of Compassion International projects with means of 4.14 and 4.47 respectively and corresponding standard deviations of 2.23 and 0.5. This concurs with Kaifi, Bahaudin and Mujtaba, (2010), who in their study on Afghans and Americans, concluded that experience indeed influences performance. Organizations recommend or prescribe a minimum of time which a PM must serve in a particular position before he can be considered for promotion (Gibbs, 2014). While a Project leader’s experience is important for
planning and supervising projects, the amount of experience is reflected by the quality of work scored means of 4.0 and 3.48, and a standard deviations of 1.48 and 0.64. This enriches the study of Rodrigues & Lopes (1997) who established that a manager’s experience is measured in terms of time in years, past involvement and should reflect in the quality of his work. Respondents also agreed to the statements that experience provides accumulation of both technical and workforce knowledge and skills; leadership past involvement leads to effective performance of compassion international projects; employees serving in lower supervisory job first before moving to managerial positions enhance project quality and that managers with expansive experience are better placed to implement projects within the budget and timelines with means of 4.66, 4.56, 3.92 and 4.29 respectively and corresponding standard deviations computed as 0.48, 0.68, 1.35 and 0.86 respectively. Ehrenberg & Smith (2000), in their Human Capital Theory suggest that leaders make investments of experience in themselves, which provides accumulation of both technical and workforce knowledge and skills and will enhance their ability to influence teams and eventually organizational performance.

At Compassion International, there were projects that had been in operation for quite some time and others were new. The old projects were performing better than the new projects which was attributed to experience of staff. Majority of staff were young and did not have much experience. The new stuff would go for an induction training conducted by the old staff meaning that experience yields a pool of knowledge. It was also noted that projects that had a
leader with professional and technical knowledge were better performing than those that had leaders with diverse knowledge.

These findings were varied and a further analysis was done to show the level of agreement on the effect of leadership experience and performance of compassion international projects.

The results are indicated in table 4.5.

**Table 4.5 Extent of Effect of Leadership Experience on Performance of CI Projects**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extend</td>
<td>50</td>
<td>51.02%</td>
</tr>
<tr>
<td>Great extend</td>
<td>27</td>
<td>27.55%</td>
</tr>
<tr>
<td>Moderate extend</td>
<td>18</td>
<td>18.37%</td>
</tr>
<tr>
<td>Little extend</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>No extend</td>
<td>3</td>
<td>3.06%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Survey Data (2017)

The response on the effect of experience on performance of CI projects was: 51.02% to very great extent; 27.55% to a great extent, while 18.37% to a moderate extent, and 3.06% to no extent. We can deduced that majority of the respondents thus agreed that project management leadership experience affects the performance of CI projects.
4.3.4 Leadership Control

The study sought to establish whether project management leadership control affects performance of Compassion International projects in Kitui County, Kenya as illustrated on Figure 4.9

Figure 4.9 Leadership Control and Performance of Projects

Source: Survey Data (2017)

The findings indicate that majority of respondents (95.92%) agreed that leadership control affects the performance of projects and only 4.08% of respondents indicated that leadership control does not affect the performance of projects.
The following statements were presented to the respondents to establish the extent to which they agreed with the statements on leadership controls effect on performance Compassion International projects in Kitui County. The findings are presented on Table 4.6

Table 4.6 Effect of Leadership Control on Performance of CI Projects

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project staff roles and responsibilities are clearly defined</td>
<td>6.07</td>
<td>2.57</td>
</tr>
<tr>
<td>Team members participate in projects control processes</td>
<td>2.50</td>
<td>1.42</td>
</tr>
<tr>
<td>Leadership control results to better quality management during project implementation</td>
<td>4.30</td>
<td>0.82</td>
</tr>
<tr>
<td>Members involvement in budget development and time estimation motivates them and lead to achievement of Project goals.</td>
<td>3.93</td>
<td>1.40</td>
</tr>
<tr>
<td>There is effective and efficient utilization of project resources</td>
<td>2.88</td>
<td>1.59</td>
</tr>
<tr>
<td>Process adherence ensures satisfactory progress in implementation of Compassion International projects</td>
<td>4.11</td>
<td>0.93</td>
</tr>
<tr>
<td>Financial audit during project implementation positively influence project completion within the project budget</td>
<td>4.18</td>
<td>0.91</td>
</tr>
<tr>
<td>There is performance measurement and appraisal of staff</td>
<td>4.47</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Source: Survey Data (2017)

The respondents agreed that project staff roles/responsibilities are clearly defined with a mean of 6.07 and a standard deviation of 2.57. They also agreed that team members participate in project control processes with a mean of 2.50 and a standard deviation of 1.42. This concurs with a study by Anthony (1995), who found out that leadership control ensures coordination and effective functioning of all activities, with clear goals and objectives so that the formulated objectives are implemented and followed according to plan to enhance performance. On the statements that leadership control results to better quality management during project implementation; members involvement in budget development and time
estimation motivates them and lead to achievement of project goals; there is effective and efficient utilization of project resources, respondents agreed with means of 4.30, 3.93 and 2.88 respectively and corresponding standard deviations of 0.82, 1.40 and 1.59. This concurs with Brevis et al. (2002) observation that leadership control is critically important to ensure satisfactory progress in attaining the organization’s objectives and to make sure that the resources are used effectively with member’s participation in project activities.

Respondents noted that Process adherence ensures satisfactory progress in implementation of Compassion International projects; financial audit during project implementation positively influence project completion within the project budget and that there is performance measurement and appraisal of staff with respective means of 4.11, 4.18 and 4.47 and corresponding standard deviation computed as 0.93, 0.91 and 0.5. These results showed varied levels of agreement on the effect of control on performance of projects.

At Compassion International projects, control was properly exercised. There was a policy manual at every project that clearly stated the mission, goals and objectives. The Human resource manual had clear job description comprising of duties and responsibilities of various staff and disciplinary measures to be taken. All staff members and committee were involved in formulating annual budgets and plans but for some projects the involvement was low. Monitoring and evaluations were continuously done through audits. It was noted that projects that were ranked high had proper documentation of records and activities, and there was high levels of engagement and participation of members in project activities. To gauge the extent
to which the respondents agreed with project management leadership control effect on performance of CI projects, the findings are presented on Table 4.7

**Table 4.7 Extent of Effect of Leadership Control on Performance of CI Projects**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extend</td>
<td>67</td>
<td>67.35%</td>
</tr>
<tr>
<td>Great extend</td>
<td>17</td>
<td>17.35%</td>
</tr>
<tr>
<td>Moderate extend</td>
<td>8</td>
<td>8.16%</td>
</tr>
<tr>
<td>Little extend</td>
<td>4</td>
<td>4.08%</td>
</tr>
<tr>
<td>No extend</td>
<td>2</td>
<td>2.06%</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey Data (2017)

From the findings, 67.35% of the respondents agreed to a very great extent that leadership control affects the performance of compassion international projects, 17.35% to a great extend; 8.16% to moderate extend; 4.08% to little extend and 2.06% to no extend. We can conclude that majority of the respondents (67.35%) thus agreed that project management leadership experience affects performance of CI projects.

**4.3.5 Leadership Style**

The study sought to establish whether project management leadership style influences performance projects as illustrated on Figure 4.10
Findings indicate that 90.82% of the respondents, agreed that leadership style affects performance of projects, while 9.18% of the respondents indicated that leadership style does not affect the performance of projects.

The following statements on democratic, authoritative and leisseez-faire leadership styles were presented to the respondents to establish the extent to which they agreed with the statements on their effect on performance of projects at Compassion International Kenya. The findings are presented on Table 4.8.
Table 4.8 Effect of Leadership Styles on Project Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic Leadership Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees want to be part of the decision making process</td>
<td>3.54</td>
<td>2.21</td>
</tr>
<tr>
<td>Providing guidance without pressure is the key to being a good leader</td>
<td>4.13</td>
<td>0.92</td>
</tr>
<tr>
<td>Most workers want frequent and supportive communication from their leader</td>
<td>4.21</td>
<td>0.80</td>
</tr>
<tr>
<td>Leaders need to help subordinates accept responsibility for completing their work</td>
<td>3.31</td>
<td>1.39</td>
</tr>
<tr>
<td>It is the leaders responsibility to help subordinates in finding their passion</td>
<td>2.95</td>
<td>1.52</td>
</tr>
<tr>
<td>People are always competent and if given a task will do good</td>
<td>2.96</td>
<td>1.36</td>
</tr>
<tr>
<td>Authoritative Leadership style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees need to be supervised closely otherwise they are not able to do their job</td>
<td>2.08</td>
<td>1.28</td>
</tr>
<tr>
<td>It is fair to say that most employees are lazy</td>
<td>2.36</td>
<td>1.48</td>
</tr>
<tr>
<td>Employees must be given rewards and punishments in order to motivate them to do their jobs</td>
<td>2.73</td>
<td>1.54</td>
</tr>
<tr>
<td>Most employees feel insecure and need direction in their jobs</td>
<td>2.63</td>
<td>1.44</td>
</tr>
<tr>
<td>The leader is the chief judge to the achievement of the members in the group</td>
<td>2.41</td>
<td>1.56</td>
</tr>
<tr>
<td>Effective leaders give orders and clarify procedures</td>
<td>2.35</td>
<td>1.48</td>
</tr>
<tr>
<td>Leisze-Faire Leadership Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders should let subordinates work problems on their own</td>
<td>2.06</td>
<td>1.31</td>
</tr>
<tr>
<td>Leadership involves staying out of the way as subordinates do their work</td>
<td>1.85</td>
<td>1.19</td>
</tr>
<tr>
<td>Leaders should allow their subordinates to appraise their work</td>
<td>2.78</td>
<td>1.51</td>
</tr>
<tr>
<td>Leaders should give subordinates complete freedom to solve problems in their work</td>
<td>1.79</td>
<td>1.16</td>
</tr>
<tr>
<td>In most situations, workers prefer little input from their leader</td>
<td>2.13</td>
<td>1.32</td>
</tr>
<tr>
<td>In general, it is best to leave subordinates alone</td>
<td>2.22</td>
<td>1.34</td>
</tr>
</tbody>
</table>

Source: Survey Data (2017)
In regards to democratic leadership style, the respondents agreed to the statements that employees want to be part of the decision making process; providing guidance without pressure is the key to being a good leader; most workers want frequent and supportive communication from their leader with a mean of 3.54, 4.13 and 4.21 respectively and corresponding standard deviation of 2.25, 0.92 and 0.80. The respondents also acknowledged that most workers want frequent and supportive communication from their leader; leaders need to help subordinates accept responsibility for completing their work; It is the leaders responsibility to help subordinates in finding their passion and that people are always competent and if given a task will do good with respective means of 3.31, 2.95 and 2.96 with standard deviations of 1.39, 1.52 and 1.36.

The findings of authoritative leadership style were that employees need to be supervised closely otherwise they are not able to do their job with a mean of 2.08; it is fair to say that most employees are lazy with a mean of 2.36 and employees must be given rewards and punishments in order to motivate them to do their jobs which scored a mean of 2.73 with corresponding standard deviations being computed as 1.28, 1.48 and 1.54. The respondents agreed to the statements that most employees feel insecure and need direction in their jobs with a mean of 2.63; the leader is the chief judge to the achievement of the members in the group with a mean of 2.41 and that effective leaders give orders and clarify procedures with a mean of 2.35 with corresponding standard deviations of 1.44, 1.56 and 1.48.

In leiszez-faire leadership style, it was found out that respondents agreed that leaders should let subordinates work problems on their own with a mean of 2.06; leadership involves
staying out of the way as subordinates do their work with a mean of 1.85; leaders should allow their subordinates to appraise their work with a mean of 2.78 with standard deviations of 1.31, 1.19 and 1.51. Leaders should give subordinates complete freedom to solve problems in their work; in most situations, workers prefer little input from their leader and In general, it is best to leave subordinates alone recorded a mean of 1.79, 2.13 and 2.22 respectively and corresponding standard deviations of 1.16, 1.32 and 1.34.

To gauge the effectiveness of the leadership styles, the results are shown in figure 4.11
The results show that Democratic leadership style is more effective with a score of 93.88% while authoritative leadership style scored 6.12%. We can therefore deduce that project managers should use democratic leadership style and discard leiszez-faire leadership style.

4.4 Multiple regression Analysis

4.4.1 Model Diagnostic Tests

4.4.1.1 Normality Test

The P-P plot below shows that most of the responses in the independent variables are normally distributed along the normal probability distribution line i.e the observed
cumulative distribution of the standardized residual to the expected normal distribution. This is evidence of normal distribution in the regression model.

![Normal P-P Plot of Regression Standardized Residual](image)

**Figure 4.12 P-P Plot for Normality Test**

Source: Survey Data (2017)

### 4.4.1.2 Correlation Analysis

To test the association between independent variables and dependent variables correlation matrix was used. The study assessed the independent variables’ effect on performance of Compassion International projects. The Pearson’s correlation is given as: -1< r < +1; where 0 to 0.29 is considered weak positive correlation; 0.3 to 0.49 is moderately positive correlation; and 0.5 to 1 corresponds to strong positive correlation. Conversely, 0 to -0.29 is considered weak negative correlation; -0.3 to -0.49 is moderately negative correlation; and -0.5 to -1 corresponds to strong negative correlation.
Findings on table 4.9 presents the association between leadership skills, experience, control, style and performance of CI projects.

**Table 4.9 Correlation Matrix**

<table>
<thead>
<tr>
<th></th>
<th>Project performance</th>
<th>Leadership Skill</th>
<th>Leadership Experience</th>
<th>Leadership Control</th>
<th>Leadership Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project performance</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Skill</td>
<td>0.69* (0.007)</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Experience</td>
<td>0.75* (0.003)</td>
<td>0.87 (0.000)</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Control</td>
<td>0.84* (0.000)</td>
<td>0.53 (0.010)</td>
<td>0.62 (0.009)</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Leadership Style</td>
<td>0.71* (0.002)</td>
<td>0.55 (0.013)</td>
<td>0.57 (0.018)</td>
<td>0.61 (0.009)</td>
<td>1.00</td>
</tr>
</tbody>
</table>

*Variables in parenthesis represent p values
*significant at 0.05 level of significance

As presented in table 4.9, it was observed that there was a direct relationship between the dependent variable and all the independent variables. Leadership control was observed to significantly have the strongest correlation with projects performance \((r = 0.84, p < 0.0001)\). There was also significant positive relationship between leadership experience, leadership style and performance of projects in compassion international \((r = 0.75, p = 0.003\) and \(r = 0.71, p = 0.002\)). There was observed a weaker relationship between leadership skill and projects performance \((r = 0.69, p = 0.007)\).

**4.4.2 Regression Analysis**

The study seeks to establish the relationship between leadership skills, leader experience, leadership styles and leadership control (independent variables) and projects performance
(dependent variables). Therefore, correlation and multiple linear regression are performed based on the following model;

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

Whereby

\[ Y = \text{Project performance (PP)} \]
\[ X_1 = \text{Leadership Skill (LSk)} \]
\[ X_2 = \text{Leadership Experience (LE)} \]
\[ X_3 = \text{Leadership Control (LC)} \]
\[ X_4 = \text{Leadership Style (LSt)} \]

While \( \beta_1, \beta_2, \beta_3 \) and \( \beta_4 \) are coefficients of \( X_i \) variables and \( \varepsilon \) is the error term.

Regression diagnostics tests were performed to evaluate the measurement model for multicollinearity and results from the analysis suggested that the variables used in the research were reliable (\( R^2 = 0.567, F = 45.26, p = 0.0007 \)) and the measurement model was valid and good fitting (\( x^2 = 14.29, p < 0.0001 \)) implying that the overall regression model is significant.

**Table 4.10 Model Summary**

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>.753</td>
<td>.567</td>
<td>.551</td>
<td>4.282</td>
</tr>
</tbody>
</table>

Predictors/Independent variables: (constant), Leadership Skill, Leadership Experience, Leadership Control, Leadership Style
The model summary table reports the strength of the relationship between the model and the dependent variable. \( R \), the multiple correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variable. There is a strong relationship between the observed and model-predicted values of the dependent variable (\( R = 0.753 \)). Further, 56.7% the observed variation in projects performance is explained by Leadership Skill, Leadership Experience, Leadership Control, and Leadership Style (\( R^2 = 0.567 \)) as shown in the tables below. The implication is that 43.3% per cent of the changes in project performance can be attributed to other fact

**Table 4.11 ANOVA Results**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>0.518</td>
<td>4</td>
<td>0.839</td>
<td>45.26</td>
<td>0.0007</td>
</tr>
<tr>
<td>Residual</td>
<td>0.059</td>
<td>94</td>
<td>0.091</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>0.577</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent variable: Project performance
Predictors/Independent variables: (constant), Leadership Skill, Leadership Experience, Leadership Control, Leadership Style

The result of ANOVA test show that the F value 45.26 with a significance of p value =0.000 which was less than 0.05, meaning that there is a significant relationship between leadership skills, experience, control and leadership style and performance of CI projects. F calculated (F computed) is greater than the critical (F tabulated) (45.26>2.482), this showed that the overall model was statistically significant at 5% significance level.
4.4.2.1 Regression Analysis Results ors.

Regression analysis is further performed to determine the effect of leadership skills, leader experience, leadership styles, and leadership control on the performance of projects at Compassion International based on the above model. Results are as presented in table 4.12.

### Table 4.12 Multiple Regression Analysis Parameter Estimation Results

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>.489</td>
<td>.0611</td>
<td>64.121</td>
<td>.000*</td>
</tr>
<tr>
<td>Leadership Skill</td>
<td>.254</td>
<td>.038</td>
<td>22.873</td>
<td>.009*</td>
</tr>
<tr>
<td>Leadership Experience</td>
<td>1.051</td>
<td>.005</td>
<td>25.519</td>
<td>.000*</td>
</tr>
<tr>
<td>Leadership Control</td>
<td>1.534</td>
<td>.009</td>
<td>24.156</td>
<td>.000*</td>
</tr>
<tr>
<td>Leadership Style</td>
<td>.752</td>
<td>.003</td>
<td>23.637</td>
<td>.009*</td>
</tr>
</tbody>
</table>

*Dependent variable: Projects performance*

* *significant at 0.05 level of significance*

Source: Survey Data (2017)

The regression model is derived from the formula;

\[ Y = 0.489 + 0.254X_1 + 1.051X_2 + 1.534X_3 + 0.752X_4 \]

The regression model provides statistical control through which the study established the effect of each predictor variable. Holding all variables at zero will result in a positive performance of CI projects equal to 0.489. In a similar way, reducing all other independent variables to zero, a unit change in leadership skill will result in 0.254 increments in positive performance of CI projects. The findings indicate 1.051 increments in performance of CI
projects when all other independent variables are reduced to zero with only a unit change in leadership experience, while a unit change in leadership control while holding the rest of independent variables constant would lead to a 1.534 increments in favorable performance of CI projects. Finally, a unit change in leadership style will yield 0.752 increments in performance of CI project when all other predictor variables are held constant at zero. The results also show that the coefficients for each variable are non-zero. This therefore means that all the independent variables affect the response variable. However, since the p-values for leadership skills, and leadership style are greater than 0.05, these predictors are not very significant. On the other hand, leadership experience and leadership control are significant predictors of performance of CI projects with a p values of less than 0.05.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the major findings, conclusions, and recommendations. It further gives suggestions for further research by focusing on the findings from the area of study.

5.2 Summary of Findings

The summary of findings will follow the order of research objectives as presented in Chapter Four. The purpose of the study was to establish the effect of project management leadership on performance of Compassion International projects in Kitui County, Kenya. The study adopted a descriptive research design with a target population of 160 from which a sample size of 113 respondents was selected using Krejcie and Morgan scale. Data was collected by use of questionnaires and analyzed by use of descriptive statistics. Below is the summary of the findings:

5.2.1 Leadership Skills and Performance of CI Projects

Based on the study, majority of the respondents, (89.8%) agreed that leadership skills affects performance of CI projects, while 10.2% of the respondents cited out that leadership skills does not have an effect on performance of projects at Compassion International Kitui.
County. The respondents agreed that a leader’s effectiveness depends on the ability to solve multiple problems with technical and professional expertise being crucial to the success of a project while conceptual thinking helps in detecting problems and patterns resulting to successful projects. Interpersonal effectiveness, communication and timely feedback were rated high in affecting performance with the respondents acknowledged that different skills are required at different levels of management, with conceptual skills at the top, people skills at the middle and technical skills at the lower levels and that both the leader and team members need to take self-development courses in order to work properly. When asked to indicate the extent to which leadership style affects performance of CI projects, 45.92% of the respondents agreed that the effect was to very great extent; 40.82% acknowledged that the effect was to a great extent, 10.20% indicated that the effect was to a moderate extent while only 3.06% indicated the effect was of little extend.

The regression results indicated that a unit change in leadership skill will result in 0.254 increments in positive performance of CI projects

5.2.2 Leadership Experience and Performance of CI Projects

Based on the study, majority of the respondents, (94.2%) agreed that leadership experience affects performance of CI projects, while 5.8% of the respondents indicated that leadership experience did not affect the performance of CI projects in Kitui County. The study established that a minimum years of experience of a project leader is required for implementation Compassion International projects in Kitui and that experience gained over time leads to
effective performance of Compassion International projects. The respondents also agreed that a project leader’s experience is important for planning and supervising projects, and that the amount of experience is reflected by the quality of work. They also indicated that experience provides accumulation of both technical and workforce knowledge and skills with leadership past involvement leading to effective performance of compassion international projects. The study also revealed that employees serving in lower supervisory job first before moving to managerial positions enhance project quality and that managers with expansive experience are better placed to implement projects within the budget and timelines. When asked to gauge the extend at which leadership experience affects performance, the results were 51.02% to very great extent; 27.55% to a great extent, while 18.37% to a moderate extent, and 3.06% to no extent.

The regression results indicated 1.051 increments in performance of CI projects when all other independent variables are reduced to zero with only a unit change in leadership experience.

5.2.3 Leadership Control and Performance of Compassion International Projects

As far as leadership control and performance of CI projects was concerned, majority of the respondents, (95.86%) agreed that leadership control affects performance of CI projects, while 4.08% of the respondents indicated that leadership control does not affect performance of CI projects.

The study established that, project staff roles/responsibilities are clearly defined and that team members participate in project control processes. The study also showed that leadership
control results to better quality management during project implementation and members’ involvement in budget development and time estimation motivates them and leads to achievement of project goals. Respondents noted that process adherence ensures satisfactory progress in implementation of Compassion International projects; financial audit during project implementation positively influence project completion within the project budget and that there is performance measurement and appraisal of staff. When asked to establish the extent to which the respondents agreed with project management leadership control effect on performance of CI projects, the findings were 67.35% to a very great extent; 17.35% to a great extend; 8.16% to moderate extend; 4.08% to little extend and 2.06% to no extend. Regression results indicated that a unit change in leadership control while holding the rest of independent variables constant would lead to a 1.534 increments in favorable performance of CI projects.

5.2.4 Leadership Style and Performance of Compassion International Projects

Based on the study’s findings, majority of the respondents, (89.86%) agreed that leadership style affects the performance of CI projects, while 10.14% of the respondents indicated that leadership style does not affect performance of CI projects. In regards to democratic leadership style, the respondents agreed that employees want to be part of the decision making process and that providing guidance without pressure is the key to being a good leader. Most workers want frequent and supportive communication from their leader and leaders need to help subordinates accept responsibility for completing their work. The study
revealed that it is the leader’s responsibility to help subordinates in finding their passion and that people are always competent and if given a task will do well.

The findings of authoritative leadership style were that employees need to be supervised closely otherwise they are not able to do their job. The respondents disagreed that it is fair to say that most employees are lazy and y few respondents agreed that most employees feel insecure and need direction in their jobs; the leader is the chief judge to the achievement of the members in the group and that effective leaders give orders and clarify procedures.

The study found out that the respondents did not support leiszez-faire leadership style. The results show that Democratic leadership style is more effective with a score of 93.88% while authoritative leadership style scored 6.12%. We can therefore deduce that project managers should use democratic leadership style and discard leiszez-faire leadership style.

The regression results indicated that a unit change in leadership style will yield 0.752 increments in performance of CI project when all other predictor variables are held constant at zero.

5.4 Conclusions of the Study

From the study findings, it can be concluded that leadership skills affects the performance of Compassion International projects. It was established that there is no one superior leadership skill to the other, but different competences mixes are needed at different managerial levels, with conceptual skills at the top, people skills at the middle and technical skills at the lower levels, while others like problem solving skills, interpersonal and communication skills
cutting across all levels. Technical and professional expertise was found to be very crucial to the success of the projects. Of the four aspects, the findings indicated that skills had the least effect on the performance of CI projects.

The research results showed that leadership experience has a large effect on performance of CI projects according to the regression model. The respondents further agreed that a minimum years of experience for one to participate in project implementation was very critical in achieving effective project performance.

The study established that control had the greatest effect on performance of CI projects project with staff roles/responsibilities being clearly defined and team members participating in project control processes. The study also showed that leadership control results to better quality management during project implementation.

The study concludes that leadership style has a significant effect on performance of CI projects. Democratic leadership style was found to be the most effective leadership style with employees being part of decision making process and the leader providing frequent and supportive communication. Managers should discard leiszez- faire leadership style.
5.5 Recommendations

This study recommends adoption and application of effective project management leadership practices. Due to the complex nature of projects, the study recommends that project teams acquire a mix of competencies like conceptual skills, people skills and technical skills while problem solving, interpersonal and communication skills cut across all levels of management. Technical and professional expertise should be embraced in order to moderate the impact of project complexity and familiarity on project performance.

The study suggests emphasis be given to the experience of project staff to ensure projects are effectively executed in order to fully meet set objectives. Project leaders need a minimum years of experience in order to be better placed to design project teams that incorporate a mix of employees who are more capable of effectively executing projects, thus ensuring performance of CI projects.

The study also recommends introduction of effective controls including processes and procedures, having a clear set of objectives and well defined staff roles and responsibilities, member involvement in project activities and having a means of measuring performance which are all geared towards ensuring effective and efficient utilization of resources and achieving satisfactory progress on performance. The study also recommends that Project leaders should use democratic style of leadership since it involves employees in decision making with the leader providing supportive communication.
5.6 Suggestion for Further Research

The study suggests that further research should be carried out to establish the other factors that are attributed to affecting 43% of the performance of CI projects as from the regression model, since the current study only examined four project management leadership aspects which are skills, experience, control and style. The study focused on the performance of projects at Compassion International from the employees’ perspective, where the respondents were drawn from the organization only. It is recommended that this topic can be investigated from the beneficiary perspective where the project beneficiaries constitute the sample population.
REFERENCES


89


driven Development projects. Unpublished MBA project University of Nairobi.


APPENDICES

Appendix I: Introduction Letter

FAITH NZIVA MARY
Kenyatta University- School of Business,
Box 43844,
NAIROBI.

Dear Sir/ Madam,
I am a post graduate student at Kenyatta University, School of Business conducting a research for my project on THE EFFECT OF LEADERSHIP ON PERFORMANCE OF COMPASSION INTERNATIONAL PROJECTS IN KITUI COUNTY, KENYA.
I request for your assistance in gathering data for this study which is purely academic. The questionnaire should only take a few minutes of your time and your participation is voluntary. Your completion and return of the questionnaire will constitute your implied consent. Your response is very important to the success of this study. All information will be kept completely confidential. Your identity will not be given to anyone. All questionnaire responses will be destroyed after the data is entered for analysis. The questionnaire should be filled and returned by 31st July 2016.
Recognizing the many demands placed on your time, I am grateful for your participation and thank you in advance for your assistance.

Yours Sincerely,

FAITH NZIVA MARY
Master of Business Administration
Appendix II: Questionnaire

You are kindly requested to complete the attached questionnaire so as to enable me accomplish the study. Please, note that all the information given shall be purely used for academic purposes and shall be treated as confidential. Thank you for taking your time to complete the questionnaire and for your cooperation.

Section A: Demographic Information

1. Gender of the respondent
   - Male [ ]
   - Female [ ]

2. Age of the respondent
   - Below 20 years [ ]
   - 20-29 years [ ]
   - 30-39 years [ ]
   - 40 and above years [ ]

3. Level of education
   - Secondary [ ]
   - College diploma [ ]
   - Degree [ ]
   - Post graduate [ ]

4. Length of service
   - 0-1 year [ ]
   - 1-3 years [ ]
   - 3-5 years [ ]
   - 5 years and above [ ]

5. What is your job title?
   - Project Manager [ ]
   - Project team member [ ]
Part B: Leadership Skills

6. In your opinion do leadership skills affect the performance of Compassion International projects in Kitui County

   Yes ( )  No ( )

If yes explain

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

7. Indicate your level of agreement with the following statements relating to the effect of leadership skills on performance of Compassion International projects in Kitui County

   where 1= strongly disagree, 2= disagree 3= Neutral, 4= Agree, 5= strongly agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tr>
<td>A leader's effectiveness depends on the ability to solve multiple problems</td>
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<tr>
<td>Technical and professional expertise is crucial to the success of a project</td>
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<tr>
<td>Conceptual thinking helps in detecting problems and patterns resulting to successful projects</td>
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<tr>
<td>Interpersonal effectiveness is key in accomplishing project goals and objectives</td>
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<tr>
<td>Effective communication and timely feedback leads to high performing teams</td>
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<tr>
<td>Different skills are required at different levels of management with conceptual skills at the top, people skills at the middle and technical skills at the lower levels</td>
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<tr>
<td>Both the leader and team members need to take self-development courses in order to work properly</td>
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8. Indicate other ways through which leadership skills may affect the performance of
Compassion International projects in Kitui County

9. In your own opinion, indicate the extent to which leadership skill influences performance of CI projects?
   - Very great extent
   - Great extent
   - Moderate
   - Little extent
   - No extent

Part C: Leadership Experience

9. In your opinion does leadership experience affect the performance of Compassion International projects in Kitui County?
   Yes ( )  No ( )

If yes explain

10. To what extent does leadership experience affect performance of Compassion International projects in Kitui County
    - Very great extent ( )
    - Great extent ( )
    - Moderate extent ( )
    - Little extent ( )
11. Indicate your level of agreement with the following statements relating to the effect of leadership experience on performance of Compassion International projects in Kitui County where 1=strongly disagree, 2= disagree 3= Neutral, 4= Agree, 5= strongly agree

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<tr>
<th>Statement</th>
<th>1</th>
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<tbody>
<tr>
<td>A minimum years of experience of a project leader is required for implementation of Compassion International projects in Kitui County</td>
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<tr>
<td>Project leader’s experience is reflected by the quality of work</td>
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<tr>
<td>Project leader’s experience is important for planning and supervising projects execution</td>
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<tr>
<td>Leadership experience is more desirable for effective performance of Compassion International projects in Kitui County</td>
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<tr>
<td>Leadership past involvement leads to effective performance of compassion international projects within the budgets</td>
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<tr>
<td>Employees serving in lower supervisory job first before moving to managerial positions enhance project quality</td>
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<tr>
<td>Managers with expansive experience are better placed to implement projects within the timelines</td>
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12. Indicate other ways through which leadership experience may the performance of Compassion International projects in Kitui County

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Part D: Leadership Control and Project Performance

13. In your opinion does leadership control affect the performance of Compassion International projects in Kitui County?

Yes ( )        No ( )

If yes explain

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...........................................................................................................................................................

14. To what extent does control affect the performance of Compassion International projects in Kitui County
15. Indicate your level of agreement with the following statements relating to effect of leadership control on performance of Compassion International projects in Kitui County where 1=strongly disagree, 2= disagree 3= Neutral, 4= Agree, 5= strongly agree

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<th>Statement</th>
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<tr>
<td>Project staff roles and responsibilities are clearly defined</td>
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<td>Team members participate in projects control processes</td>
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<tr>
<td>Leadership control results to better quality management during project implementation</td>
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<tr>
<td>Members involvement in budget development and time estimation motivates them and lead to achievement of Project goals.</td>
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<tr>
<td>There is effective and efficient utilization of project resources</td>
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<tr>
<td>Process adherence ensures satisfactory progress in implementation of Compassion International projects</td>
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<tr>
<td>Financial audit during project implementation positively influence project completion within the project budget</td>
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<tr>
<td>There is performance measurement and appraisal of staff</td>
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16. Indicate other ways though which leadership control may affect the performance of Compassion International projects in Kitui County

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Part E: Leadership Style and Project Performance

17. In your opinion does leadership style affect the performance of Compassion International projects in Kitui County?
   Yes ( )  No ( )
If yes explain

........................................................................................................................................
........................................................................................................................................

18. To what extent does leadership style affect the performance of Compassion International projects in Kitui County

Very great extent ( )
Great extent ( )
Moderate extent ( )
Little extent ( )
Not at all ( )

19. Indicate your level of agreement with the following statements relating to the effect of leadership styles on performance of Compassion International projects in Kitui County where 1=strongly disagree, 2= disagree 3= Neutral, 4= Agree, 5= strongly agree
Democratic Leadership Style

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<tbody>
<tr>
<td>Employees want to be part of the decision making process</td>
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<tr>
<td>Providing guidance without pressure is the key to being a good leader</td>
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<tr>
<td>Most workers want frequent and supportive communication from their leader</td>
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<tr>
<td>Leaders need to help subordinates accept responsibility for completing their work</td>
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<tr>
<td>It is the leaders responsibility to help subordinates in finding their passion</td>
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<tr>
<td>People are always competent and if given a task will do good</td>
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Authoritative Leadership Style

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<tbody>
<tr>
<td>Employees need to be supervised closely otherwise they are not able to do their job</td>
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<tr>
<td>It is fair to say that most employees are lazy</td>
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<tr>
<td>Employees must be given rewards and punishments in order to motivate them to do their jobs</td>
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<tr>
<td>Most employees feel insecure and need direction in their jobs</td>
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<tr>
<td>The leader is the chief judge to the achievement of the members in the group</td>
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<tr>
<td>Effective leaders give orders and clarify procedures</td>
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Leissze- Faire Leadership Style

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<tbody>
<tr>
<td>Leaders should let subordinates work problems on their own</td>
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<tr>
<td>Leadership involves staying out of the way as subordinates do their work</td>
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<tr>
<td>Leaders should allow their subordinates to appraise their work</td>
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<tr>
<td>Leaders should give subordinates complete freedom to solve problems in their work</td>
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<tr>
<td>In most situations, workers prefer little input from their leader</td>
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<tr>
<td>In general, it is best to leave subordinates alone</td>
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</table>

20. Which of the 3 leadership styles is more effective to spearhead successful project performance?
   Democratic ( )
   Authoritative ( )
   Leissze-faire ( )

21. Indicate other ways though which leadership style may affect the performance of
   Compassion International projects in Kitui County
Part F: Performance of Compassion International Projects

22. Generally, how would you rate the performance of Compassion International projects?
   - Excellent ( )
   - Average ( )
   - Below average ( )
   - Poor ( )

23. Indicate your level of agreement with the following statements relating to the performance of Compassion International projects in Kitui County where 1=strongly disagree, 2= disagree 3= Neutral, 4= Agree, 5= strongly agree

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<tbody>
<tr>
<td>Projects at CIK are completed within the budget</td>
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<td>Projects at CIK are completed within time</td>
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<tr>
<td>Stakeholders are constantly involved in project activities</td>
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<tr>
<td>Project objectives are achieved</td>
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<td>Project beneficiaries are satisfied</td>
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<td>There is provision of timely data to key players</td>
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<td>Project staff are properly selected and trained</td>
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Thank you for your time
### Appendix III: Compassion International projects Kitui County

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<thead>
<tr>
<th>NO</th>
<th>NAME</th>
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<tbody>
<tr>
<td>1</td>
<td>KE 460 YUUMBU CDC</td>
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<tr>
<td>2</td>
<td>KE 746 IKANGA CDC</td>
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<td>3</td>
<td>KE 747 ENZOU CDC</td>
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<td>4</td>
<td>KE 748 MUTOMO CDC</td>
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<td>KE 749 KYOANI CDC</td>
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<td>KE 751 KYATUNE CDC</td>
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<td>7</td>
<td>KE 752 CHULUNI CDC</td>
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<td>KE 743 KAKUMI CDC</td>
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<td>KE 745 KIINI CDC</td>
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<td>KE 742 NZANGATHI CDC</td>
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<td>KE 744 KYANIKA CDC</td>
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<td>12</td>
<td>KE 740 IKUTHA CDC</td>
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<tr>
<td>N=Population</td>
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Appendix V: Research Permit

CONSTITUTION
1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaires will be used unless it has been approved.
4. Excavation, flinging and collection of biological specimens are subject to further permission from the relevant Government Ministers.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

THIS IS TO CERTIFY THAT:
MISS. FAITH NZIVA MARY
of KENYATTA UNIVERSITY, 2039-202
Nairobi, has been permitted to conduct research in Kitui County on the topic: THE EFFECT OF PROJECT MANAGEMENT LEADERSHIP ON PERFORMANCE OF COMPASSION INTERNATIONAL PROJECTS IN KITUI, KENYA
for the period ending: 17th January, 2018

Permit No.: NACOSTI/P/37/42056/15270
Data Of issue: 18th January, 2017
Fee Recieved: Ksh 1000

Director General
National Commission for Science, Technology & Innovation