

**EFFECT OF STAKEHOLDER CAPACITY DEVELOPMENT ON PROJECT  
PERFORMANCE IN NONGOVERNMENTAL WATER PROJECTS IN KENYA**

**A CASE OF IKUTHA WATER SANITATION AND HYGIENE PROJECT**

**BY**

**ALEX KAMAU KIBE**

**D53/OL/23571/2012**

**RESEARCH PROPOSAL PRESENTED TO THE SCHOOL OF BUSINESS IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE IN  
MASTER OF BUSINESS ADMINISTRATION OF KENYATTA UNIVERSITY**

**APRIL, 2017**

## **DECLARATION**

I declare that this research project is my original work and it has not been submitted for the award of any degree or diploma in any other institution.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**ALEX KAMAU KIBE**

**D53/OL/23571/2012**

This research project is submitted for examination with my approval as the university supervisor.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**MR ROBERT NZULWA**

**Department of Business Administration**

**School of Business**

**Kenyatta University**

This research project has been submitted for examination with my approval as the Chairperson of the department.

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**DR. JAMES KILIKA**

**Chairperson, Department of Business Administration**

**School of Business**

**Kenyatta University**

## **DEDICATION**

To my family members and all those who supported me in carrying out this research project.

Thank you and God bless you abundantly.

## **ACKNOWLEDGEMENT**

I would like to extend special thanks to all those who helped me in one way or another in making this research project a reality. I sincerely acknowledge the invaluable and tireless counsel, commitment; encouragement and commendable support of my supervisor Mr. Nzulwa for his guidance and instructive feedback that helped me complete this work. I also wish to thank my family for providing a loving environment for me.

## TABLE OF CONTENTS

<b>Declaration</b> .....	ii
<b>Dedication</b> .....	iii
<b>Acknowledgement</b> .....	iv
<b>List of Tables</b> .....	viii
<b>List of Figures</b> .....	ix
<b>Abbreviations and Acronyms</b> .....	x
<b>Operational Definition of Terms</b> .....	xi
<b>Abstract</b> .....	xii
<b>CHAPTER ONE: INTRODUCTION</b> .....	1
1.1 Background to the Study.....	1
1.1.1 Stakeholder Capacity Development.....	2
1.1.2 Profile of Samaritan’s Purse .....	4
1.1.3 Water Situation in Kenya .....	6
1.2 Statement of the Problem.....	7
1.3 Objectives of the Study.....	8
1.3.1 General Objective .....	8
1.3.2 Specific Objectives .....	8
1.3 Research Questions .....	9
1.4 Significance of the Study.....	9
1.6 Scope of the Study.....	10
1.7 Limitation of the Study.....	10
1.8 Organizational of the Study .....	11
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	12
2.1 Introduction.....	12
2.2 Theoretical Review.....	12
2.2.1 Resource- Based Theory (RBT) .....	12
2.2.2 Stakeholder Theory.....	13
2.3 Empirical Review .....	14
2.3.1 Employee Training and Project Performance.....	14
2.3.2 Community Sensitization and Project Performance .....	16
2.3.3 Management Support and Project Performance .....	18
2.3.4 Career Development and Project Performance .....	19

2.4	Summary and Research Gaps .....	21
2.5	Conceptual Framework.....	22
	<b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY .....</b>	<b>23</b>
3.1	Introduction.....	23
3.2	Research Design.....	23
3.3	Target Population .....	23
3.4	Data Collection Instruments .....	24
3.4.1	Questionnaires .....	24
3.4.2	Interviews .....	24
3.5	Pilot Study.....	24
3.5.1	Validity.....	25
3.5.2	Reliability .....	25
3.6	Data Collection Procedure .....	25
3.7	Data Analysis and Presentation.....	26
3.8	Ethical Issues.....	27
	<b>CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>28</b>
4.1	Introduction.....	28
4.2	Response Rate .....	28
4.2	Demographic Data.....	29
4.2.1	Gender .....	29
4.2.2	Work Experience .....	29
4.2.3	Level of Education.....	30
4.2.4	Training and Project Performance .....	30
4.2.5	Community Sensitization and Project Performance .....	33
4.2.6	Management Support and Project Performance .....	36
4.2.7	Career Development and Project Performance .....	38
4.2.8	Performance of Projects .....	41
4.3	Regression Analysis .....	42
4.3.1	Model Summary .....	42
4.3.2	Coefficients.....	43
	<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>46</b>
5.1	Introduction.....	46
5.2	Summary of the Findings.....	46
5.2.1	Training .....	46

5.2.2	Community Sensitization .....	46
5.2.3	Management Support .....	47
5.2.4	Career Development .....	47
5.3	Conclusion .....	48
5.4	Recommendations .....	49
5.5	Suggestion for Further Studies .....	50
	<b>REFERENCES</b> .....	51
	<b>APPENDICES</b> .....	56
	Appendix I: Letter of Introduction.....	56
	Appendix II: Questionnaire for the Project Team Members .....	57
	Appendix III: Interview for the Project Managers.....	61

## LIST OF TABLES

Table 3.1: Target Population .....	23
Table 4.1: Response Rate .....	28
Table 4.2: Work Experience .....	29
Table 4.3: Training and Project Performance .....	31
Table 4.4: Community Sensitization and Project Performance .....	34
Table 4.5: Management Support and Project Performance .....	37
Table 4.6: Career Development and Project Performance .....	39
Table 4.7: Performance of Projects .....	41
Table 4.8: Model Summary .....	42
Table 4.9: Analysis of Variance (ANOVA) .....	43
Table 4.10: Coefficients .....	43

## LIST OF FIGURES

Figure 2.1: Conceptual Framework .....	22
Figure 4.1: Respondents' Gender .....	29
Figure 4.2: Level of Education .....	30
Figure 4.3: Training and Project Performance .....	31
Figure 4.4: Community Sensitization and Project Performance .....	33
Figure 4.5: Management Support and Project Performance .....	36
Figure 4.6: Career Development and Project Performance .....	39

## **ABBREVIATIONS AND ACRONYMS**

<b>CBO</b>	Community Based Organization
<b>HH</b>	Households
<b>HRM</b>	Human Resource Management
<b>INGO</b>	International Non-Governmental Organization
<b>KU</b>	Kenyatta University
<b>NGOs</b>	Non-Governmental Organizations
<b>SP</b>	Samaritan's Purse
<b>USD</b>	US Dollars
<b>USA</b>	United States of America
<b>WASH</b>	Water Sanitation and Hygiene

## OPERATIONAL DEFINITION OF TERMS

<b>Capacity Development</b>	Refers to the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time
<b>Capacity</b>	Refers to the growth of the individual in knowledge, skills and experience.
<b>Project Performance</b>	Refers to the application of processes, methods, knowledge, skills and experience to achieve the project objectives
<b>Stakeholder</b>	Refers to any person, organization, social group, or society at large that has a stake in the business
<b>Training</b>	Organized activity aimed at imparting information and/or instructions to improve the employee's performance or to help him or her attain a required level of knowledge or skill on project management
<b>Community Sensitization</b>	Attempt to make the community aware of and responsive to certain ideas, events, situations projects in their area
<b>Management Support</b>	Refers to the highest ranking executives responsible for the entire enterprise. Translates the policy into goals, objectives, and strategies, and projects a shared-vision of the future.
<b>Career Development</b>	Proactive planning and implementing of steps towards your career goals.

## ABSTRACT

Capacity development is a fundamental part of the mandates of many international organizations. Much of their work aims to strengthen national capacities through training, technical advice, exchange of experiences, research, and policy advice. Yet there is considerable dissatisfaction within the international community regarding the impact of many such interventions. The activities have usually strengthened the skills of individuals, but have not always succeeded in improving the effectiveness of non-governmental organizations where those individuals are working. These shortcomings demand investigation in order to strengthen capacity development policies and strategies. The general objective of the study was to investigate effect of stakeholder capacity development on project performance in non-governmental water projects in Kenya: A case of Ikutha water sanitation and hygiene project. This study was based on the following specific objectives: to examine the effect of training, community sensitization, management support and career development on project performance in non-governmental water projects in Kenya. This research applied the descriptive survey research design. The sample size of the study comprised of 66 respondents comprising of 6 project managers and 60 Project Team members. Stratified sampling was used to select the sample. The data collection instruments were structured questionnaires for the project team members and interviews for the project managers. The study established that training, community sensitization; management support and career development had a positive and significant effect on project performance in non-governmental water projects in Kenya. The study also concluded that managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals. Members of the community who directly benefit from the project influence the direction and execution of development projects. Organization management ensure effective communication between them and the employees, provide that required resources in the implementation of the projects and ensure proper organization of activities of any project to be undertaken. Organization continuously develop the careers of the projects team members and project managers in order to help them in improving and upgrading their skills on project management, foster better communication between managers and employees and that they can set more realistic goals and objectives. This study recommended that the organization should identify training need of its employees and design training programmes that will help to optimally utilize their workforce towards actualization of organization objective. project managers and their team should introduce meetings with project beneficiaries and allocate time for them in their schedules. This will open an avenue for people to share their views and opinions regarding the projects at hand. Project manager should be accountable for delivering project outputs. There should be active involvement of senior managers of to help project managers to successfully complete the project. The organization should establish career development programs that are effectively integrated with the organization's ongoing training and development strategies.

## CHAPTER ONE: INTRODUCTION

This chapter comprises of the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and limitations of the study.

### 1.1 Background to the Study

Project performance can be measured and evaluated using a large number of performance indicators that could be related to various dimensions (groups) such as time, cost, quality, client satisfaction, client changes, business performance, health and safety (Cheung *et al.*, 2004). Time, cost and quality are, however, the three predominant performance evaluation dimensions. Another interesting way of evaluating project performance is through two common sets of indicators (Pheng & Chuan, 2006). The first set is related to the owner, users, stakeholders, and the general public; the groups of people, who will look at project performance from the macro viewpoint. The second set comprises the developer and the contractor; the groups of people who will look at project performance from the micro viewpoint (Swink, 2010).

The process of project implementation, involving the successful development and introduction of projects in the organization, presents an ongoing challenge for managers. The project implementation process is complex, usually requiring simultaneous attention to a wide variety of human, budgetary, and technical variables. As a result, the organizational project manager is faced with a difficult job characterized by role overload, frenetic activity, fragmentation, and superficiality (Pinto & Slevin, 2013).

Often the typical project manager has responsibility for successful project outcomes without sufficient power, budget, or people to handle all of the elements essential for project success. In addition, projects are often initiated in the context of a turbulent, unpredictable, and dynamic

environment. Consequently, the project manager would be well served by more information about those specific factors critical to project success. The project manager requires the necessary tools to help him or her focus attention on important areas and set differential priorities across different project elements. If it can be demonstrated that a set of factors under the project manager's control can have a significant impact on project implementation success, the project manager will be better able to effectively deal with the many demands created by his job, channelling his energy more efficiently in attempting to successfully implement the project under development (Pinto & Slevin, 2013).

Dissanayaka and Kumaraswamy (2012) found that project time and cost performances get influenced by project characteristics, procurement system, project team performance, client representation's characteristics, contractor characteristics, design team characteristics, and external conditions. Similarly, Iyer and Jha (2013) identified many factors as having influence on project cost performance, these include: project manager's competence, top management support, project manager's coordinating and leadership skills, monitoring and feedback by the participants, decision-making, coordination among project participants, owners' competence, social condition, economic condition, and climatic condition.

### **1.1.1 Stakeholder Capacity Development**

Stakeholder management is critical to the success of every project in every organization. Stakeholders are defined as any group or individual who can affect or is affected by the achievement of the organization's objectives, (Freeman, 2014). In a project environment, these stakeholders are usually numerous, and can vary significantly in the degree of influence in both directions. Mitchell, Agle and Wood (2012) suggest that power, legitimacy and urgency are key stakeholder characteristics. As such, a project manager is required to develop sufficient

understanding of such characteristics, which are in fact changing variables within the various stakeholders in a project environment.

Training has increased its importance in today's intense environment of global competition and fast change where jobs are complex and often change. As a result, certain project management organizations run training courses for their employees (Maylor, 2010). Kerzner (2010) posited that it's crucial that training should not be performed unless there is continuous return on the dollar for the organization. Many organizations are becoming more conscious and sensitive as they have to justify training expenses by providing some evidence about its positive effect on project results.

Wamae (2009) argue that there should be constant awareness creation for the community members and training for personnel involved in implementation of projects and community participation should be increased as well as stronger links with line government ministries. Further, Ntuala (2010) recommended that a regulation to be enforced to block the involvement of the politicians in the activities of project implementation. Ntuala (2010) said that their role should be limited to legislative and oversight.

Kandelousi *et al* (2011) mentioned that management support can be viewed in several forms, for example, helping teams in dealing with hurdles, exhibiting commitment to the work and encouraging the subordinates. Usually management support results in availability of in time financial resources, allocation of human and other physical resources and also it refers to the delegation of necessary power to project leaders and project team for successful completion of projects. Moreover, management support is important recommendation in achievement of project success (Lin, 2010). In contrast, management cannot provide even the due support to each and

every project in the organization (Young & Jordan, 2008) therefore, they must realize the existence to project leaders who are directly involved in day to day activities of project

Werther and Davis (2012) observe that career development programs have evolved because of changes in the workforce, advances in management theory, changes in managerial styles and the increasing complexity of technology. In today's competitive environment, it is imperative that all organizations create a work environment which fosters growth and development. It is apparent this can be accomplished by implementing a career development program in the workplace. This will enhance organizational loyalty among employees result in higher levels of job satisfaction, lower employee turnover, and fewer employee complaints (Werther & Davis, 2012).

### **1.1.2 Profile of Samaritan's Purse**

Samaritan's Purse is an evangelical Christian humanitarian organization that provides aid to people in physical need as a key part of Christian missionary work. Samaritan's Purse works in more than 100 countries around the world. International headquarters are in Boone, North Carolina, with additional U.S. facilities in Charlotte and North Wilkesboro, N.C. Affiliate offices are in Australia, Canada, Germany, Ireland, Hong Kong, Netherlands, and the United Kingdom. Field offices are located in some 20 countries across five continents (Samaritan Purse, 2016).

Samaritan's Purse was founded by Franklin Bob Graham in 1970 with a vision to meet emergency needs in crisis areas through existing evangelical mission agencies and national churches. As the organization grew, Samaritan's Purse not only funded mission partners but also began to develop its own large-scale relief projects: Providing medical care in the midst of conflicts in Somalia in 1993, Rwanda in 1994, Sudan since 1997, Kosovo in 1999, Afghanistan in 2002, and Iraq in 2003. Rebuilding or repairing thousands of houses following Hurricane

Mitch in 1998, the El Salvador earthquakes in 2001, the Indian Ocean tsunami in 2004, and Hurricane Katrina in 2005. Chartering emergency airlifts to Indonesia and Pakistan in 2005, North Korea in 2007, and Myanmar and China in 2008. Distributing food to hundreds of thousands of displaced people in Uganda and Darfur. The organization's medical mission in Liberia, West Africa, was one of only two medical NGOs active in Liberia during the beginning of the 2014 Ebola outbreak. Samaritan's Purse and SIM USA both have been actively engaged in treating the recent outbreak of Ebola haemorrhagic fever in Liberia (Samaritan Purse, 2016).

The organization's mission statement states that the organization seeks to meet the spiritual and physical needs of people suffering from war, poverty, disaster, disease, and famine, with the purpose of global missionary work attendant on humanitarian aid. The organization aims at service for the church worldwide to propagate the gospel of the Lord Jesus Christ (Samaritan Purse, 2016).

Samaritan's Purse seeks to specialize in emergency relief, shelter, water and sanitation, food and nutrition, medical care and public health, HIV/AIDS, and community-based livestock and livelihood projects. Samaritan's Purse includes several ongoing ministries: Disaster Relief responds to emergency situations :World Medical Mission, the medical arm of Samaritan's Purse, was founded in 1977 by brothers Dr. Richard Furman and Dr. Lowell Furman to enable doctors to serve short-term assignments at overwhelmed missionary hospitals :Children's Heart Project provides surgery for children born with heart defects in countries where proper care is not available; and Turn on the Tap is a campaign to provide safe drinking water in the developing world (Samaritan Purse, 2016).

### **1.1.3 Water Situation in Kenya**

Located on the eastern coast of Africa, Kenya, a generally dry country with a humid climate, often endures severe water crisis. Several issues such as global warming (causing recurrent and increasingly severe droughts as well as floods), the contamination of drinking water, and a lack of investment in water resources have enhanced the crisis (Marshal, 2011). There are about 40 million people living in Kenya, of which about 17 million (43 percent) do not have access to clean water. For decades, water scarcity has been a major issue in Kenya, caused mainly by years of recurrent droughts, poor management of water supply, contamination of the available water, and a sharp increase in water demand resulting from relatively high population growth.

The lack of rainfall affects also the ability to acquire food and has led to eruptions of violence in Kenya. In many areas, the shortage of water in Kenya has been amplified by the government's lack of investment in water, especially in rural areas. Most of the urban poor Kenyans only have access to polluted water, which has caused cholera epidemics and multiple other diseases that affect health and livelihoods. Despite the critical shortage of clean water in Kenya's urban slums, there also is a large rural to urban discrepancy in access to clean water in Kenya (Kiteme & Gikonyo, 2012).

According to the World Bank (2010), slightly less than half of the rural population has access to water, as opposed to the urban population where 85 percent have access to safe water. Due to continued population growth, it has been estimated that by the year 2025, Kenya's per capita water availability will be 235 cubic meters per year, about two-thirds less than the current 650 cubic meters.

Ikutha District has a population of 77,381 persons. It is located in a semi-arid zone and has an annual amount of rainfall of about 500-700mm. According to a report from Action against

Hunger, 54.2% of the population in this district gets water from shallow unprotected wells. A baseline assessment by Samaritan's Purse in June 2012 revealed that over 70% of the population does not have access to improved drinking water sources and the average water consumption in the area was found to be only 12.3L per person per day. This is considerably less than the Sphere indicator of 15L per person per day. Approximately 26% of the population practice open defecation and only 15% of care takers have good hand-washing practices (Gulyani *et al*, 2011).

Samaritan's Purse (SP) commenced work in Kitui County, in September 2011 in the wake of the worst drought to hit the Horn of Africa in decades. Starting with food distribution and agricultural interventions, SP introduced a Water, Sanitation and Hygiene (WASH) program in Ikutha in 2013. To date, the WASH project has increased access to water points for 1,500 HHs by rehabilitating one permanent borehole and six shallow wells. Additionally, the project has trained 250 community health workers and six water-users committees on good hygiene and sanitation practices. The project has also worked alongside agriculture farmer groups to line twelve earth dams for rainwater harvesting, thereby serving 1,500 beneficiary households. Intended results included: reduced diarrheal disease amongst children in Ikutha District; increased access to an improved water source: increased access to improved sanitation facilities amongst population and improved knowledge of good hygiene practices amongst population (Opiyo *et al.*, 2011).

## **1.2 Statement of the Problem**

A project success or failure is highly dependent on the people involved in the project. An acute water shortage has hit Ikutha district and its environs as a result of frequent blackouts and vandalism of water pipes. Residents of the rapidly growing Ikutha have gone without water for the past months. Water supply was being hampered by vandals who have been stealing pipes and

other water infrastructure components. Water Company was losing millions of shillings replacing stolen pipes and other fittings and called for co-operation among stakeholders to check the menace. Either the rapidly increasing population was posing challenges of meeting water demands.

Studies on the project performance have been carried out. For instance, Wamae (2009) in his study on contribution of CDF in employment creation recommended that there should be constant awareness creation for the community members and training for personnel involved in implementation of CDF projects and community participation should be increased as well as stronger links with line government ministries. Kanua (2009) also did a study on the role of community participation in successful completion of projects found that their involvement goes a long way in making sure that the project objectives are achieved and recommended that the community should be involved in project identification to enhance ownership. The study therefore, sought to investigate the effect of stakeholder capacity development on project performance in Non Governmental water projects in Ikutha water sanitation and hygiene project Kenya.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The general objective of the study was to investigate the effect of stakeholder capacity development on project performance in non-governmental water projects in Kenya: A case of Ikutha water sanitation and hygiene project.

#### **1.3.2 Specific Objectives**

This study was based on the following specific objectives:

- i. To examine the effect of training on project performance in non-governmental water projects in Kenya
- ii. To determine the effect of community sensitization on project performance in non-governmental water projects in Kenya
- iii. To examine the effect of management support on project performance in non-governmental water projects in Kenya
- iv. To establish the effect of career development on project performance in non-governmental water projects in Kenya.

### **1.3 Research Questions**

This study sought to answer the following questions:

- i. What is the effect of training on project performance in non-governmental water projects in Kenya?
- ii. What is the effect of community sensitization on project performance in non-governmental water projects in Kenya?
- iii. What is the effect of management support on project performance in non-governmental water projects in Kenya?
- iv. What is the effect of career development on project performance in non-governmental water projects in Kenya?

### **1.4 Significance of the Study**

This study would be beneficial to the management, project team members of NGOs in Kenya in that it will provide an insight on how various stakeholders' involvement can affect the project performance and also provide them with recommendations on the way forward. The information collected through this study would enhance capacity and response by the concerned stakeholder leading to improvement of project performance. The consequent awareness and information among the stakeholders would lead to positive engagements and follow up with NGOs for

resources as well as improvement in management. This would be manifested by their enhanced capacity to timely account for allocated funds and present subsequent work plans for further funding.

The policy makers would use the study findings to advise the concerned agencies on the ways in which projects by NGOs in rural can be implemented successfully. The study findings would be beneficial to the community as they would be informed of their role towards successful project performance initiated by the NGOs in their areas. Other researchers can use the findings of the study for reference. It can help them in future as a source of secondary data when researching on related fields in different areas of interest.

### **1.6 Scope of the Study**

This study was carried out in Ikutha water sanitation and hygiene project in Kitui County, Kenya and focused on the effect of employee training, community sensitization, management support and career development on project performance in non-governmental water projects in Kenya. Project managers and project team members participated in the study. Questionnaires and interview schedules was used as a data collection instrument.

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

Information disclosed by some of the respondents could not be complete due to conflict of interest. However, the purpose of the study was explained to the respondents. Some respondents during data collection process were hostile as they viewed the process as a witch hunt exercise which could be mainly caused by misunderstanding the whole process. Some respondents therefore choose not to cooperate. The researcher explained the importance of the study to the respondent and assured the respondents of strict confidentiality of any information disclosed by them.

## **1.8 Organizational of the Study**

This study was organized in five chapters. Chapter one comprise of the background to the study, research problem, objectives of the study, purpose of the study, research questions, significance of the study, scope of the study, limitation of the study and assumptions of the study. Chapter two comprise of the theoretical review, empirical review, conceptual framework, knowledge gaps and summary of the literature review. Chapter three comprise of the research methodology, that is, research design, target population, sampling and sample size, data collection instruments, pilot study, data collection techniques, method of data analysis and ethical issues. Chapter four comprise of the research findings and discussion and finally, chapter five highlighted the summary of the findings, conclusion and recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter discusses the theoretical review of the study, empirical review based on study specific objectives, research gaps, summary of the literature review and conceptual framework of the study.

### **2.2 Theoretical Review**

#### **2.2.1 Resource- Based Theory (RBT)**

This study will be based on Resource Based View (RBV) theory by Grant (1991). According to Grant (1991) the Resource Based View (RBV) theory approach to competitive advantage contends that internal resources are more important for a firm than external factors in achieving and sustaining competitive advantage. In this view, organizational performance is primarily determined by internal resources including physical resources, human resources and organizational resources. The mix, type and amount and nature of a firm's internal resources should be considered first and foremost in devising strategies that can lead to sustainable competitive advantage. Managing strategically according to RBV involves developing and exploiting a firm's unique resources and capabilities and continually maintaining and strengthening those resources.

A Resource Based View (RBV) theory is one of the most widely accepted theories of strategic management (Powell, 2001). In terms of performance, resource may increase the firm's capacity to charge high prices and thus contribute to performance by helping the firm to appropriate value linked to competitive advantage. Furthermore resources may be used to erect entry barriers and so increase performance at the industry level (Newbert, 2007). The theory asserts that it is

advantageous for an organization to pursue proper measures that lead to better project performance.

### **2.2.2 Stakeholder Theory**

The study was based on the stakeholder theory by Freeman (2004). The stakeholder theory is a theory of organizational management and business ethics that addresses morals and values in managing an organization. It identifies and models the groups which are stakeholders of a project, and both describes and recommends methods by which management can give due regard to the interests of those groups. In short, it attempts to address the Principle of Who or What Really Counts (Freeman, 2004).

Freeman (2004) adds a new principle, which reflects a new trend in stakeholder theory. In this principle in his opinion the consideration of the perspective of the stakeholders themselves and their activities is also very important to be taken into the management of companies. The importance of stakeholders from a strategy development and service planning perspective is well acknowledged (Ackermann & Eden, 2001). Applying a stakeholder conception of projects as opposed to the more traditional input-output perspective implies adhering to a belief where all actors are involved with NGO projects in order to obtain benefits. This differs from the input-output model that illustrates how certain factors contribute input which the black box of an organization converts to benefits for its customers (Donaldson & Preston, 1995).

This theory is relevant to the study because it is primarily a management instrument. The attributes power, urgency and legitimacy of claims define projects stakeholders. The theory shows that power and urgency must be attended to if managers are to serve the legal and moral interests of legitimate stakeholders. Stakeholder theory thus contains methods for identifying and managing stakeholders.

## **2.3 Empirical Review**

### **2.3.1 Employee Training and Project Performance**

Coetzer, Redmond and Sharafizad (2012) found out that because of the small size of both the management team, and labor force, each individual contribution is therefore critical, and thus it may not be feasible to initiate training, which takes individuals off the job. They added that external training is criticized of being too general and not specific enough to meet the needs of a small firm. Vickerstaff and Parker (2013) revealed that there is a high degree of unplanned, reactive, and informal training activity in small firms, where there is typically unlikely to be a dedicated personnel manager or training officer.

Kingi et al (2013) found out that many SMEs prefer the use of on-the-job training methods as it is seen as an appropriate means of introducing new recruits to the job and has a favorable relationship between training costs and benefits. Bohlander, (2011) explains that on-the-job training method is relatively straightforward. The employee is trained by doing or watching others for a while and imitating them. Mattare and Lyons (2010) found out that in view of limited personnel and financial resources on-the-job training methods such as observation, mentoring and job rotation schemes address the training needs of SME organizations, as these approaches are inexpensive, flexible and can be used on-site.

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah, 2010). Moreover, Swart *et al* (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart *et al.*, (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance.

According to Wright and Geroy (2008), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers, 2010).

According to Kenney and Reid (2011) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid (2011) consists of the following steps: identify and define training needs, define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed, define the objectives of the training, plan training programs to meet

the needs and objectives by using right combination for training techniques and locations, decide who provides the training, evaluate training, amend and extend training as necessary etc.

Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2012). Nowadays, training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in the both skills and competencies because of more on the job experience (Stone, 2012).

### **2.3.2 Community Sensitization and Project Performance**

Recent studies have shown that sustainability of projects improves when communities are allowed to take a central role during all stages of the project, including design and planning (Mangin, 201; Williams, 2008). For instance failure of the water projects in recent years can be attributed to the project's failure to involve the communities in the design, planning and management phases. By offering options it is more likely that the chosen type of project technology will show benefits in terms of the community values, not just quality improvements that the donor agencies typically stress, but also convenience, time savings, improved access (Carter et al., 2013, Kendie, 2012, Mu et al., 2010).

Jimenez and Perez-Foguet (2011) observed that capacity building, construction supervision and providing support to the community water project management committees during the first year of implementation are recommended for maintaining long term community participation in community water projects. Rural communities in developing countries should take full

responsibility for sustainability of water projects in their regions. The community should manage the operation, maintenance and repairs of all water projects provided in their communities. This paradigm allocates responsibility for the continual operation of community water projects from government and donor agencies to rural communities (Burgi & Rydbeck, 2010).

A study done by Twebaze (2010) on community mobilization in rural water supply and sanitation programs in Wakiso District Uganda established that the high knowledge by water beneficiaries on the way funds were spent increased transparency in the way that the Water User Committees of the programs operated. Brike (2011) observed that for effective operation and maintenance of community water projects, it is important that financial management be in the hands of community members.

Chogul (2010) in a study on participation in the housing sector in developing countries, found that where initiatives existed in a community to improve living conditions, be they top-down or bottom-up, led to different results depending on the degree of the governmental willingness and/or confidence in the ability of the community to contribute to its own development. Sustainability of water projects can be enhanced through building linkages between national water plans and local water plans. Twebaze (2010) noted that the local population especially women and youth should take part in operation of community water projects to enhance their sustainability.

A study by World Bank (2010) established that 70% of community water systems in the Eastern Cape of South Africa were not working. Furthermore, 7000 community wells and boreholes surveyed in Tanzania by Eduvie (2006) showed on average that 45% were still functional but only 10% of community water facilities that were 25 years or older were still functioning. The

main reason assigned for community water system failures was lack of maintenance after implementation. With continued usage, serious wear and tear occurred until they finally ceased functioning. The study emphasized that management of community borehole water projects by the communities is meant specifically to empower and encourage the beneficiaries to take full responsibility in maintenance and repair of the projects.

### **2.3.3 Management Support and Project Performance**

Kissi et al (2013) examined the impact of portfolio manager's transformational leadership style on project performance through administration of questionnaires to 350 project managers in the United Kingdom (UK). Using data from 112 completed responses, the study found that transformational leadership behavior of portfolio managers was positively related to project performance. The results were consistent with Waldman and Atwater (2014) study who found that transformational leadership of higher level managers positively influenced project outcomes (quality, cost, time and stakeholders satisfaction). In addition, innovation championing and existence of a climate for innovation were found to intervene on the relationship between transformational leadership and project performance.

Tabassi and Babar (2010) administered 220 questionnaires to top management team's members of large construction companies in Iran. Analysis of data from 107 responsive questionnaires identified management support as the most common style in the Iranian construction industry. Prabhakar (2011) investigated the importance of top leadership support on project success using a two phased study. In the first phase, there were 46 respondents out of 225 contacted while in second phase, there were 107 responses out of 400 contacts made. Using data collected from 153 project managers across 28 nations, the study found that 51.7 percent of variance in project success was due to project manager's support in the implementation of the projects.

Limsila and Ogunlana (2010) examined the relationship between project manager's leadership style, subordinates' commitment and work performance in Thailand's construction industry. Using data from 52 construction projects in which there were 52 project managers, 92 engineers and 12 architects, it was found that project managers switch leadership style based on the needs of the project. However, transformational leadership style was found to be the most dominant style in Thailand. In addition, transformational leadership style was found to generate higher subordinates commitment and to create higher leadership outcomes (effectiveness, satisfaction and extra effort) than the transactional leadership style.

Muller and Turner (2012) investigated the impact of project manager's leadership style on project success. The study used data from 400 web based questionnaires from project managers and interview results from 14 people involved in appointment of project managers. Based on project categorization framework developed by Crawford et al (2013), they found that certain project manager's leadership competencies influenced project success. Specifically, emotional competence was found to be a significant contributor to project success for all projects, managerial competence to be a significant contributor in some projects while intellectual competence was found to be negatively correlated with project success.

#### **2.3.4 Career Development and Project Performance**

Bingham (2013) conducted an individual-centric study of career paths and development of serial project managers. The study explored serial project managers in Queensland Australia, using a qualitative methodology. The specific technique or method used was semi-structured interviews. In total there were 25 participants. The main conclusion of this study was that project managers tend to be highly experienced, multi-disciplined professionals whose association with the project management profession is often characterized by latency, emergence and self-identification.

Merchant (2012) did a survey on the role of career development in improving organizational effectiveness and employee development. This research examined the career development process and focus on those methods and techniques that have been successfully used by organizations in establishing Career Development Programs. This was to provide a framework from which a Career Development Program can be developed for the Altamonte Springs Police Department. Data was obtained on 100 police officers who resigned between October 2009 to April 2012. The study found that 57% of the employees left to work for other police agency or cited personal reasons. The study also found that approximately 60% of the target group had less than four years of service with the agency.

Kelly (2012) examined career development practices among commercial Banks in Kenya. The main objective of the study was to determine the career development practices among commercial bank in Kenya. The study adopted a cross sectional census design and primary data was collected using questionnaire. The study established that there are several career development practices that are evident among commercial banks in Kenya. These practices include: Existence of career growth information for employees, treating career development as a core HR function, practicing career counselling, incorporating career growth into the appraisal process, encouraging employees to pursue higher education as a way of uplifting skills, training program and undertaking of professional programs by employees to assist them achieve career objectives.

Foday (2014) did a study on perceived relationship between career development and employee retention at Deloitte Kenya. The study used descriptive, correlation and regression survey designs. Results indicate that generally, a majority of respondents are satisfied with career planning at Deloitte Kenya as most respondents exhibit conformity to career planning best

practices. Training and development, Coaching and mentoring, career counseling services, succession planning and talent management were found to be satisfactory in the study area according to most respondents.

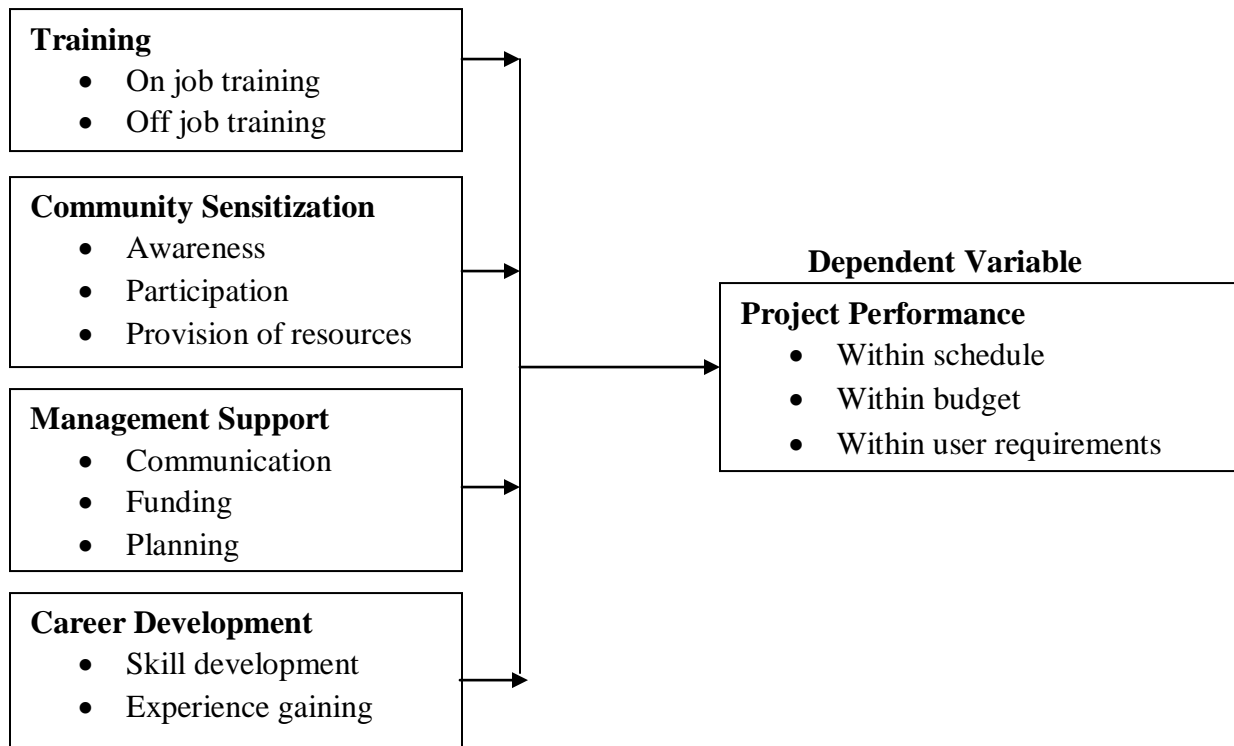
## 2.4 Summary and Research Gaps

<b>Author</b>	<b>Focus of the Study</b>	<b>Findings</b>	<b>Knowledge gap</b>	<b>Focus of the current study</b>
Kibuchi (2012)	Relationship between human factors and project performance in construction projects in Kenya	There is a strong correlation between human factors and project performance.	The study did not focus on training on project Performance	Training on project performance
Kemboi (2014)	perceived effect of career development practices on employee retention at the Kenya post office savings bank	Career development practices that are being practiced in Post Bank include career planning, guidance and counselling, coaching and mentoring and training	The study did not look at skills development and work experience on project performance	Career development on project performance
Kissi et al (2013)	Portfolio manager's transformational leadership style on project performance	Transformational leadership behavior of portfolio managers was positively related to project performance	The study did not look at influence of leadership support on project performance	Management support on project performance
Mwakila (2008)	Community Participation in Water Supply and Sanitation Services	Projects financial management was in the hands of community	The study did not look at the level of participation, provision of	Community sensitization on project performance

		members through water committees.	resources, awareness on project performance	
--	--	-----------------------------------	---	--

## 2.5 Conceptual Framework

### Independent Variables



Source: Author (2016)

**Figure 2.1: Conceptual Framework**

Figure 2.1 shows the relationship between independent variables and the dependent variable. The independent variables are the training, community sensitization, management support and career development. The dependent variable is the project performance.

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

### 3.1 Introduction

This section dealt with methods that were used to carry out this study. It was sub-divided into eight subsections namely: research design, target population, sample size and sampling procedures, research instruments, instruments validity, instrument reliability, data collection procedures and data analysis techniques.

### 3.2 Research Design

This study applied the descriptive survey research design to carry out an in depth study of the organization in order to come up with the relevant data for analysis. This method was best suited to systemically give an exhaustive analysis of the situation as it determines and reports the way things are, and show relationship between variables.

### 3.3 Target Population

The target population in this study comprised of 66 respondents comprising of 6 project managers and 60 Project Team members from as shown in table 3.1.

**Table 3.1: Target Population**

Category	Target Population
Project Managers	6
Project Team Members	60
<b>Total</b>	<b>66</b>

### **3.4 Data Collection Instruments**

The data collection instruments were questionnaires for the project team members and interviews for the project managers.

#### **3.4.1 Questionnaires**

The data collection tool that the study used was questionnaires with open-ended question and close ended items. The questionnaire is a popular method of collecting data because researchers can gather information fairly easily and the responses are easily coded (Sommer & Sommer, 2001). The close-ended question was on 5-point likert scale. Likert scale is the most widely used approach to scaling responses in survey research (Borg and Gall, 1989). Questionnaires were used to collect data from project team members because it makes it possible to collect data from a large population.

#### **3.4.2 Interviews**

Personal interviews with the respondents were used to compliment information derived from the questionnaire items. The researcher developed an interview guide with a set of prepared questions and also conducted un-structured interviews to gather information that may not have otherwise been anticipated during the construction of the data instrument. Interviews were conducted to the managers because they were few and the researcher could reach them all individually.

### **3.5 Pilot Study**

Pilot study involves conducting a preliminary test of data collection tools and procedures to identify and eliminate problems, allowing programs to make corrective changes or adjustments before actually collecting data from the target population. The researcher conducted a pilot study at Athi Water Services - Kitui on 10 respondents comprising of 2 project managers and 8 project

team members to identify inconsistencies with the research instruments in regard to the research questions and research techniques.

### **3.5.1 Validity**

Validity is the degree to which the research instruments will appropriately and accurately measure what they are supposed to measure (Orodho, 2005). The researcher employed construct validity in which it relates the measuring instrument to the general theoretical framework so as to determine whether the instrument will be tied to the concepts and the theoretical assumptions. Content validity was also done to ascertain clarity and simplicity. The researcher used clear wording of the questions by using terms that are likely to be familiar to, and understood by the respondents. The researcher also engaged experts and his supervisor to ascertain whether the content of the research instrument were up to standard.

### **3.5.2 Reliability**

Individual items in an instrument measuring a single construct should give highly correlated results which would reflect the homogeneity of the items. This can be tested using the split-half form, where items are grouped into two and then correlated with the Spearman-Brown formula. The researcher carried a test to confirm the above spearman-brown formula. Reliability of the data collection instrument was done using the split half method (Orodho, 2005). According to Orodho (2004) a correlation co-efficient of about 0.8 is high enough to judge the instruments as reliable for the study. The study obtained a correlation coefficient of 0.8 which showed that the instrument was reliable.

## **3.6 Data Collection Procedure**

A letter of transmittal from the University was obtained in order to facilitate the process of data collection. The researcher then sought authority from the organization management and

introduced himself to the respondents. The researcher introduced the purpose of the study to the respondents, then self-administered the questionnaire and conducted interviews.

### **3.7 Data Analysis and Presentation**

The collected data will be coded into SPSS 22 and subsequent descriptive and inferential statistics will be conducted. The nature of data obtained from this study was both quantitative and qualitative. Quantitative data was mainly for the close ended questions and qualitative data emanated from the open ended items in the questionnaires and interviews. Content analysis technique was used to analyse the qualitative data and Quantitative data was analysed using descriptive statistics such as mean and standard deviations and presented in terms of charts, table and graphs with the use of Statistical Package for Social Sciences (SPSS) version 20.0.

The study also used regression analysis. The study conducted a multiple regression analysis to test the relationship between the independent variables and dependent variable. The regression equation was:  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$

Whereby  $Y$  = Performance of Projects

$X_1$ = Training

$X_2$ = Community Sensitization

$X_3$ = Management Support

$X_4$ = Career Development

$\beta_1, \beta_2, \beta_3$  and  $\beta_4$  - coefficients of determination

$\varepsilon$  - error term.

### **3.8 Ethical Issues**

Ethical issues were observed in the study. Research permission, privacy maintenance (anonymity) and protection of rights were important measures that were taken to ensure conformity with ethical standards during the study. Each questionnaire had a cover letter explaining the nature and purpose of the research. The university regulations and guidelines on research procedures were strictly followed. Respondents were assured that the information they give would be kept confidential furthermore, necessary efforts were made so that the data collection tool considered the level of comprehension of the particular respondents.

## CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter presents and interprets the analyzed data collected. The presentation was done as per the objectives of the study.

### 4.2 Response Rate

Response rate is the proportion of the sample that participated as intended in all the research procedures. Out of 60 questionnaires administered to the project team members, 55 responded. This formed 91.7% response rate. The researcher managed to interview all the project managers forming a response rate of 100%. Table 4.1 shows the contributive proportions of responses obtained from the two respondents.

**Table 4.1: Response Rate**

<b>Category</b>	<b>Percentage</b>
Project Managers	100
Project Team Members	91.7
<b>Total</b>	<b>92.4</b>

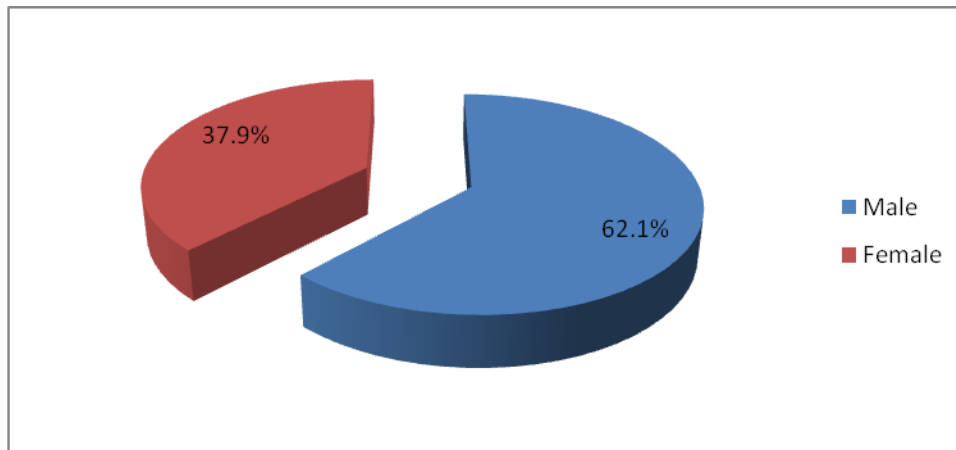
**Source: Research Data (2016)**

Table 4.1 shows that the overall response rate (92.4%) was considerably sufficient to guarantee representative findings. This is according to Mugenda and Mugenda (2003) who noted that the statistically significant response rate for analysis should be at least 50%. The high response rate was achieved through careful preparation, advance arrangements with the respondents to collect the questionnaires promptly after they had been completed.

## 4.2 Demographic Data

On the demographic data of the respondents, the researcher was interested in knowing the gender, work experience, level of education and certification on project management.

### 4.2.1 Gender



**Figure 4.1: Respondents' Gender**

**Source: Research Data (2016)**

Figure 4.1 shows that majority (62.1%) of the respondents was male and 37.9% was female.

These findings show that majority of the project team members are male.

### 4.2.2 Work Experience

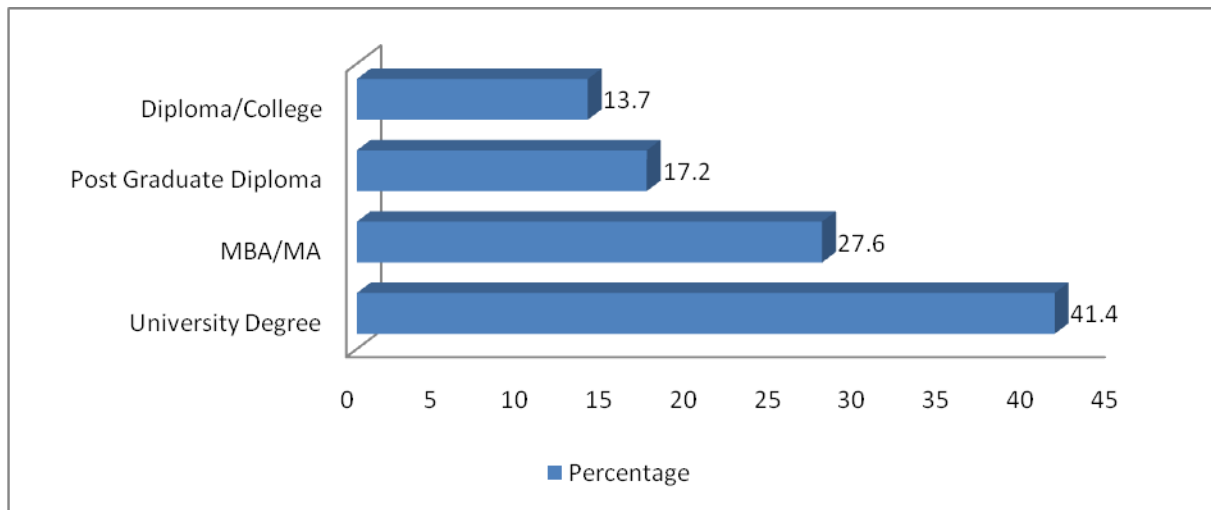
**Table 4.2: Work Experience**

Years	Frequency	Percentage
>2	8	14.5
2 to 5	20	36.4
6 to 9	16	29.1
10+	11	20.0
<b>Total</b>	<b>55</b>	<b>100</b>

**Source: Research Data (2016)**

Table 4.2 shows that majority (36.4%) of the respondents had worked for a period of between 2 and 5 years, 29.1% between 6 and 9 years, 20.0% for 10 years and above, 14.5% for less than 2 years. These findings shows that majority of the respondents had worked for a long period and could had rich in information on project performance.

### 4.2.3 Level of Education



**Figure 4.2: Level of Education**

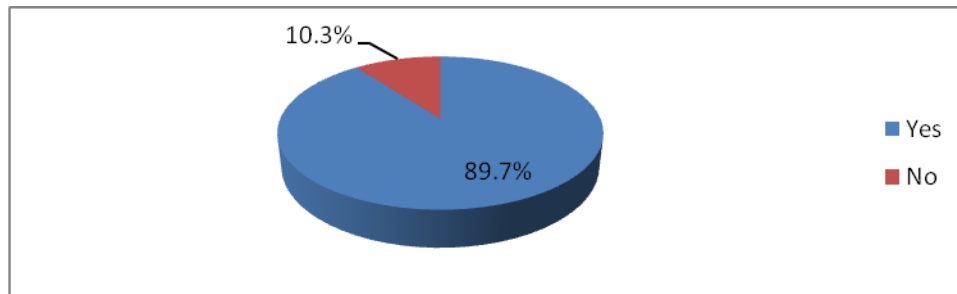
**Source: Research Data (2016)**

Figure 4.2 shows that majority (41.4%) of the respondents had an education level of university degree, 27.6% MBA/MA, 17.2% Post Graduate Diploma and 13.7% Diploma/College. The findings shows that all respondents were educated enough to respond to the research instruments and contribute to the study adequately.

### 4.2.4 Training and Project Performance

The first research objective sought to examine the effect of training on project performance in non-governmental water projects in Kenya. From the research findings, majority (89.7%) of the

respondents as shown in Figure 4.3 were of the opinion that training influences project performance in non-governmental water projects in Kenya while 10.3% were on the contrary.



**Figure 4.3: Training and Project Performance**

**Source: Research Data (2016)**

The respondents were further given a list of statements on a five-point likert scale to indicate their extent to which they concur regarding the effects of training on project performance in non-governmental water projects in Kenya to which their responses are indicated in table 4.3.

**Table 4.3: Training and Project Performance**

Statement	M	SD
Training is an intervention aimed at achieving the learning necessary for improved job performance	3.5	0.645
Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce	3.7	0.678
Training is important to enhance the capabilities of employees	3.1	0.555
Employee competencies change through effective training programs	2.9	0.702
Training is a means of dealing with skill deficits and performance gaps as a way of improving employee performance	3.6	0.689

**Key:** M – Mean; SD – Standard Deviation

**Source: Research Data (2016)**

Table 4.3 shows that majority of the respondents strongly agreed on the statements that training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (M=3.7, SD=0.678) and training is a means of dealing with skill deficits and performance gaps as a way of improving employee performance (M=3.6, SD=0.689). These were followed by the statements that training is an intervention aimed at achieving the learning necessary for improved job performance (M=3.5, SD=0.645), training is important to enhance the capabilities of employees (M=3.1, SD=0.555) and employee competencies change through effective training programs (M=2.9, SD=0.702).

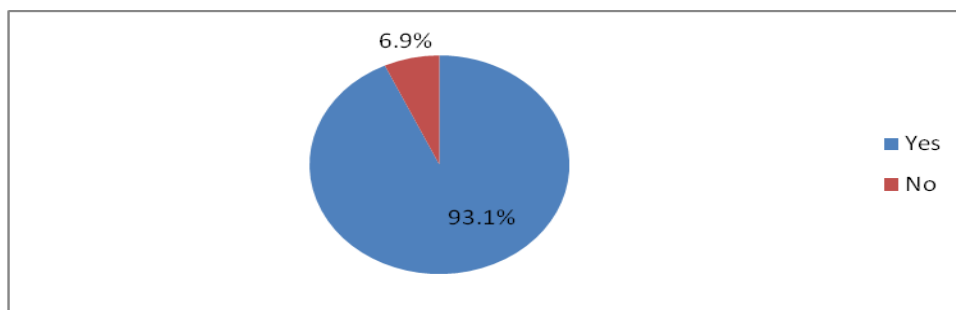
From the interviews, project managers indicated that organizations invest in training and development for the sake of improving employee performance thus improving project performance. Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of better organizational project performance. They further indicated that training is a necessity in the workplace. Without it, employees do not have a firm grasp on their responsibilities or duties. It was also observed that managers are trying their level best to develop the employee's capabilities, ultimately creating good working environment within the organization. For the sake of capacity building managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals.

These findings are in line with the findings of Swart *et al* (2005) who observed that training is a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart *et al.*, (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance.

According to Wright and Geroy (2008), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers, 2010).

#### 4.2.5 Community Sensitization and Project Performance

The second research objective sought to determine the effect of community sensitization on project performance in non-governmental water projects in Kenya. From the research findings, majority (93.1%) of the respondents as shown in Figure 4.4 were of the opinion that community sensitization influences project performance in non-governmental water projects in Kenya while 6.9% disagreed.



**Figure 4.4: Community Sensitization and Project Performance**

**Source: Research Data (2016)**

The respondents were further given a list of statements on a five-point liker scale to indicate their extent to which they concur regarding the effects of community sensitization on project performance in non-governmental water projects in Kenya to which their responses are indicated in Table 4.4.

**Table 4.4: Community Sensitization and Project Performance**

<b>Statement</b>	<b>M</b>	<b>SD</b>
Involving local communities on project initiation	4.0	0.712
Setting up a rural committee to represent the local community	3.6	0.598
Community awareness on the importance of providing resources for the project	3.9	0.733
Communities assume responsibility for their own welfare	4.1	0.754
Communities develop a capacity to contribute to their own and the community's development	3.3	0.579
Beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits	4.2	0.741

**Key:** **M** – Mean; **SD** – Standard Deviation

**Source: Research Data (2016)**

Table 4.4 shows that majority of the respondents strongly agreed on the statements that beneficiaries influence the direction and execution of development projects (M=4.2, SD=0.741) and rather than merely receive a share of project benefits and Communities assume responsibility for their own welfare (M=4.1, SD=0.754). These were followed by the statements that involving local communities on project initiation influences project performance (M=4.0, SD=0.712), community awareness on the importance of providing resources for the project (M=3.9, SD=0.733), setting up a rural committee to represent the local community (M=3.6, SD=0.598) and communities develop a capacity to contribute to their own and the community's development (M=3.3, SD=0.579).

From the interviews, project managers indicated that the local communities are sensitized on the importance of the projects done in their area so they may appreciate the value of taking care of them. Public awareness or public education is carried out to make people aware of a certain set of facts, ideas, or issues about the project. Organization involves all the community members so as to have a public hearing to provide an opportunity for people of diverse backgrounds to share ideas and experiences, provide a quick, intensive picture of community concerns, effectively involve local citizens in planning, publicizing, moderating, evaluating and gives community issues broad visibility.

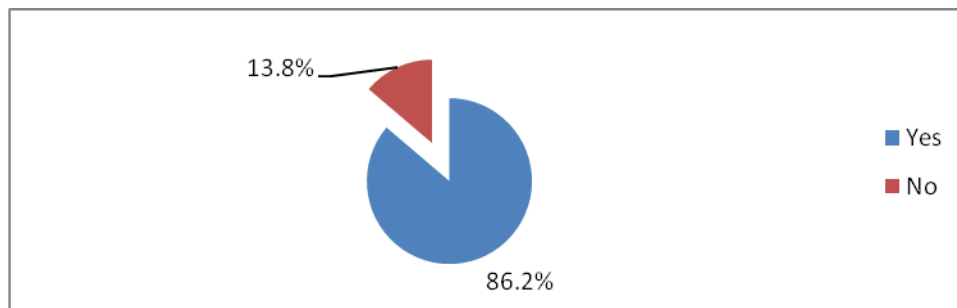
These findings are in line with the findings of Chowdhury (1996) who observed that community sensitization may imply involvement of a significant number of persons in situations or actions that enhance their well-being, for example, their income, security, or self-esteem. There are cultural explanations (values, norms, and roles), Cognitive explanations (verbal skills and knowledge about the organizations), structural explanations (alternatives, resources available, and the nature of benefit sought). Oakley and Marsden (2002) intimated that community sensitization as the process by which individuals, families, or communities assume responsibility for their own welfare and develop a capacity to contribute to their own and the community's development.

Hung *et al* (2011) reasoning to develop a holistic understanding is equally important in studying festivals and community events as they are inseparable from culture and, as a phenomenon, provide very rich and subjective data streams which require a holistic approach in order to validate conclusions. Motivation can be taken as the driving force behind a person's decision-making process as it can affect the intensity and direction of behaviour (Bettman, 1979). Many studies discussed earlier have examined motivation to attend events but none have investigated

the reasons for sensitization within them. Academic studies though have developed a precedent by citing the importance of motivation within any decision to participate (Kayat, 2002; Milne & Ewing, 2004).

#### 4.2.6 Management Support and Project Performance

The third research objective sought to examine the effect of management support on project performance in non-governmental water projects in Kenya. From the research findings, majority (86.2%) of the respondents as shown in Figure 4.5 were of the opinion that management support influences project performance in non-governmental water projects in Kenya while 13.8% disagreed.



**Figure 4.5: Management Support and Project Performance**

**Source: Research Data (2016)**

The respondents were further given a list of statements on a five-point likert scale to indicate their extent to which they concur regarding the effects of management support on project performance in non-governmental water projects in Kenya to which their responses are indicated in Table 4.5.

**Table 4.5: Management Support and Project Performance**

<b>Statement</b>	<b>M</b>	<b>SD</b>
Top managers effectively communicates the requirements of the project to all the parties concerned	4.3	0.769
Top management provides funds for the project on time	4.2	0.799
All the employees are involved in project planning	3.5	0.632
The managers carry out an evaluation of the project progress periodically to check for any deviations	4.0	0.637
The top managers ensures that all the project activities are properly organized and assigned the relevant authorities and responsibilities	3.9	0.803
The top managers ensures that all the employees are rewarded based on their performance	3.8	0.666

**Key:** **M** – Mean; **SD** – Standard Deviation

**Source: Research Data (2016)**

Table 4.5 shows that majority of the respondents strongly agreed on the statements that top managers effectively communicates the requirements of the project to all the parties concerned (M=4.3, SD=0.769) and top management provides funds for the project on time (M=4.2, SD=0.799). These were followed by the statements that the top managers ensures that all the project activities are properly organized and assigned the relevant authorities and responsibilities (M=3.9, SD=0.803), the top managers ensures that all the employees are rewarded based on their performance (M=3.8, SD=0.666) and all the employees are involved in project planning (M=3.5, SD=0.632).

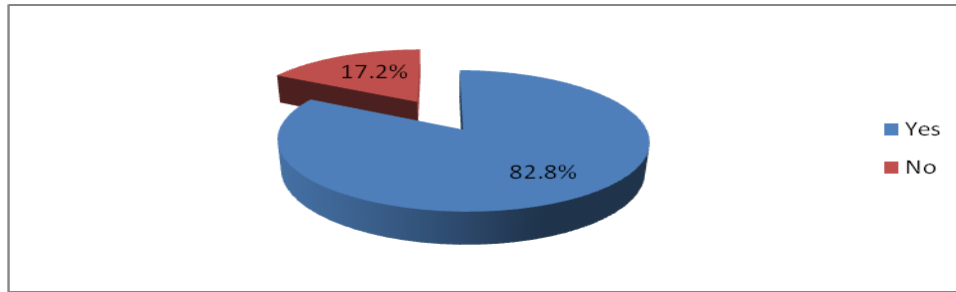
From the interviews, project managers indicated that top management has been involved in defining the requirements of the project, establishing the extent of the work, allocating the resources required, planning the execution of the work, monitoring the progress of the work and adjusting the deviation of from the plan.

These findings concur with the findings of Zwikael (2008) who supports the high importance of top management involvement in projects and concludes that different top management support processes should be implemented in any industry and culture. Another support for this approach is the different extent of use of various project management processes across different industries (Pennypacker & Grant, 2003). According to this approach, various project scenarios (for example, different industries, cultures and level of project complexity) have dissimilar needs. As a result, different management styles may be applicable for each project scenario. With relation to top management support, this means that unique top management support processes may be best used in different project scenarios.

Top managers play a crucial role in providing and creating the needed conditions for the project success (Staehr, 2010). Moreover, top management generally, plays an important role in defining the scope of a project and selection of project team as well (Boonstra, 2013). In addition, they remain in a position to structure the context of the organizations and they also facilitate the provision of resources. Usually top management support results in availability of financial resources, in-time allocation of human and other physical resources and also it refers to the delegation of necessary power to project leaders and project team for successful completion of projects (Kandelousi *et al.*, 2011).

#### **4.2.7 Career Development and Project Performance**

The fourth research objective sought to establish the effect of career development on project performance in non-governmental water projects in Kenya. From the research findings, majority (86.2%) of the respondents as shown in Figure 4.6 were of the opinion that career development influences project performance in non-governmental water projects in Kenya while 13.8% disagreed.



**Figure 4.6: Career Development and Project Performance**

**Source: Research Data (2016)**

The respondents were further given a list of statements on a five-point likert scale to indicate their extent to which they concur regarding the effects of career development on project performance in non-governmental water projects in Kenya to which their responses are indicated in Table 4.6.

**Table 4.6: Career Development and Project Performance**

Statement	M	SD
Career development reduces dissatisfaction, discontent, absenteeism and employee turnover	3.2	0.512
Career development which gives priority to existing staff is a great morale booster and leads to greater efficiency	3.7	0.631
Investment in career development especially management development produces tangible results in the long run	3.1	0.570
Career development as a tool which among other things, ensures and aids effective succession planning	3.8	0.703
Career development increases managerial capacity, motivates and aids retention of capable managers	3.3	0.779
Career development encourages employees to understand how organizations function and change, produce a shared diagnosis of problems and develop teamwork and positive support	3.0	0.736
The prospect of career advancement might in itself motivate employees to work hard	2.9	0.641
Employees aspire to progress steadily in organizations for which they work	2.6	0.534

**Key:** M – Mean; SD – Standard Deviation

**Source: Research Data (2016)**

Table 4.6 shows that majority of the respondents strongly agreed on the statements that career development as a tool which among other things, ensures and aids effective succession planning (M=3.8, SD=0.703) and career development which gives priority to existing staff is a great morale booster and leads to greater efficiency (M=3.7, SD=0.631). These were followed by the statements that career development increases managerial capacity, motivates and aids retention of capable managers (M=3.3, SD=0.779), career development reduces dissatisfaction, discontent, absenteeism and employee turnover (M=3.2, SD=0.512), investment in career development especially management development produces tangible results in the long run (M=3.1, SD=0.570), career development encourages employees to understand how organizations function and change, produce a shared diagnosis of problems and develop teamwork and positive support (M=3.0, SD=0.736), the prospect of career advancement might in itself motivate employees to work hard (M=2.9, SD=.641) and employees aspire to progress steadily in organizations for which they work (M=2.6, SD=0.534).

From the interviews, project managers indicated that organisations which emphasise career development are more likely to attract and be able to retain employees with valuable knowledge and skills. Career development promotes self - development; this, in turn, promotes a lower labour turnover. Employees prefer to have some kind of guiding hand in their own fate and will pursue their ideals, even though, in some cases, these ideals are unrealistic. They further indicated that the chief objective of a career development programme is to synchronise individual and organizational goals, as far as possible, in order to achieve maximum utilization of the individual and to promote worker satisfaction.

These findings are as per the findings of Armstrong (2001) who observed that career development is of great importance to both the individual employee and the organization. This is

so because there is interaction between the organization for which he/she works and the development of the organization through the employee's career. An employee develops his/her career through a continuous acquisition of managerial or professional skills and experience which may bring about rewards and promotion. Employees could move from one institution to another not necessarily in the same career, but probably from one field to another or from one level to another (Robbins, 2010).

In today's competitive market, successful organization regardless of size need employees who have the necessary knowledge and skills to make an effective contribution as drivers towards achieving a competitive edge in the organization. Therefore, vision of a competent, confident, loyal and valued workforce delivering high quality, person-centred services is rightly ambitious. Armstrong (2001) agrees and points out, that today's dynamic environment requires continuous professional and managerial development. Stakeholders should put in place, if not already available, a range of structures and processes to support the development of the workforce they need now and for the future.

#### **4.2.8 Performance of Projects**

The respondents gave their responses on the depended variables (performance of projects in non-governmental water projects in Kenya) as indicated in Table 4.7.

**Table 4.7: Performance of Projects**

<b>Statement</b>	<b>M</b>	<b>SD</b>
All the projects have been delivered on time	4.7	0.512
All the projects have been delivered within the budget	4.5	0.503
All the projects have been delivered within the specified requirements	4.2	0.568

**Key:** M – Mean; SD – Standard Deviation

**Source: Research Data (2016)**

Table 4.7 shows that majority of the respondents strongly agreed that all the projects have been delivered on time (M=4.7, SD=0.512) followed by the statements that all the projects have been delivered within the budget (M=4.5, SD=0.503) and that all the projects have been delivered within the specified requirements (M=4.2, SD=0.568). Project performance can be measured and evaluated using a large number of performance indicators that could be related to various dimensions (groups) such as time, cost, quality, client satisfaction, client changes, business performance, health and safety (Cheung *et al.*, 2004). Time, cost and quality are, however, the three predominant performance evaluation dimensions. Another interesting way of evaluating project performance is through two common sets of indicators (Pheng & Chuan, 2006).

### 4.3 Regression Analysis

A multiple regression analysis was conducted in this study so as to test relationship among variables. The research used Statistical Package for Social Sciences (SPSS) Version 20.0 to code, enter and compute the measurements of the multiple regressions.

#### 4.3.1 Model Summary

**Table 4.8: Model Summary**

Model	R	R Square	Adjusted R Square	St. Error of the Estimate
1	0.642	0.711	0.836	0.4658

**Source: Research Data (2016)**

The four independent variables that were studied, explain only 71.1% of the influence stakeholder capacity development on project performance in non-governmental water projects in Kenya as represented by the  $R^2$ . This therefore means that other factors not studied in this research contribute 28.9% of project performance.

**Table 4.9: Analysis of Variance (ANOVA)**

Model		Sum of Squares	DF	Mean Square	F	Sig.
1	Regression	13.548	4	1.124	6.345	0.001 <sup>b</sup>
	Residual	10.191	25	3.006	6.345	
	<b>Total</b>	<b>23.739</b>	<b>29</b>	<b>4.130</b>		

**Source: Research Data (2016)**

The significance value is 0.001 which is less than 0.05 thus the model is statistically significance in predicting how training, community sensitization, management support and career development influence project performance in non-governmental water projects in Kenya. The F critical at 5% level of significance was 4.13. Since F calculated is greater than the F critical (value = 6.345), this shows that the overall model was significant.

#### 4.3.2 Coefficients

**Table 4.10: Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	0.553	0.645		2.187	0.002
Training	0.753	0.304	0.254	4.132	0.004
Community					
Sensitization	0.803	0.457	0.124	5.375	0.003
Management Support	0.795	0.364	0.239	3.643	0.002
Career Development	0.679	0.542	0.410	2.514	0.001

**Source: Research Data (2016)**

As per the SPSS generated Table 4.10, the equation ( $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$ ) becomes:  $Y = 0.553 + 0.753 X_1 + 0.803 X_2 + 0.795 X_3 + 0.679 X_4$

Where Y= Project performance in non-governmental water projects in Kenya

X<sub>1</sub>= Training

X<sub>2</sub>= Community Sensitization

X<sub>3</sub>= Management Support

X<sub>4</sub>= Career Development

According to the regression equation established in Table 4.10, taking all the independent variables studied constant at zero, the data findings analysed also showed that all the independent variables had a positive and significant effect project performance in non-governmental water projects in Kenya as indicated by beta values.

The beta coefficient ( $\beta_1 = 0.753$ ) ( $t=4.132$ ,  $p < 0.05$ ) indicates that a unit increase in training will result in a 0.753 unit increase in project performance. Community sensitization beta coefficient ( $\beta_2 = 0.803$ ) ( $t=5.375$ ,  $P < 0.05$ ) indicates that a unit increase in community sensitization will result in a 0.803 unit increase in project performance. Management support beta coefficient ( $\beta_3 = 0.795$ ) ( $t=3.643$ ,  $p < 0.05$ ) indicated that a unit increase in management support will result in a 0.795 unit increase in project performance. While career development Beta coefficient ( $\beta_4 = 0.679$ ) ( $t=2.514$ ,  $P < 0.05$ ) indicated that a unit increase in career development will result in a 0.679 unit increase in project performance. The results reveal that increase in community sensitization had higher significance in increasing project performance.

Management support is important recommendation in achievement of project success (Lin, 2010). Iyer and Jha (2013) identified many factors as having influence on project cost performance, these include: project manager's competence, top management support, project

manager's coordinating and leadership skills, monitoring and feedback by the participants, decision-making, coordination among project participants, owners' competence, social condition, economic condition, and climatic condition.

Kerzner (2010) posited that it's crucial that training should not be performed unless there is continuous return on the dollar for the organization. Many organizations are becoming more conscious and sensitive as they have to justify training expenses by providing some evidence about its positive effect on project results. Werther and Davis (2012) observe that career development programs have evolved because of changes in the workforce, advances in management theory, changes in managerial styles and the increasing complexity of technology.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

The chapter provides the summary of findings, gives the conclusions, recommendations of the study and suggestions for further studies based on the objectives of the study.

### **5.2 Summary of the Findings**

#### **5.2.1 Training**

The study revealed that training had a positive and significant effect on organizational performance in Kenya as indicated by beta values ( $t=4.132$ ,  $p < 0.05$ ). This study established that the respondents strongly agreed on the statements that training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce and training is a means of dealing with skill deficits and performance gaps as a way of improving employee performance. These were followed by the statements that training is an intervention aimed at achieving the learning necessary for improved job performance, training is important to enhance the capabilities of employees and employee competencies change through effective training programs.

#### **5.2.2 Community Sensitization**

The study revealed that community sensitization had a positive and significant effect on organizational performance in Kenya as indicated by beta values ( $t=5.375$ ,  $P < 0.05$ ). The study established that majority of the respondents strongly agreed on the statements that beneficiaries influence the direction and execution of development projects and rather than merely receive a share of project benefits and Communities assume responsibility for their own welfare. These were followed by the statements that involving local communities on project initiation influences project performance, community awareness on the importance of providing resources for the

project, setting up a rural committee to represent the local community and communities develop a capacity to contribute to their own and the community's development.

### **5.2.3 Management Support**

The study revealed that management support had a positive and significant effect on organizational performance in Kenya as indicated by beta values ( $t=3.643$ ,  $P<0.05$ ). This study revealed that the respondents strongly agreed on the statements that top managers effectively communicates the requirements of the project to all the parties concerned and top management provides funds for the project on time. These were followed by the statements that the top managers ensures that all the project activities are properly organized and assigned the relevant authorities and responsibilities, the top managers ensures that all the employees are rewarded based on their performance and all the employees are involved in project planning.

### **5.2.4 Career Development**

The study revealed that career development had a positive and significant effect on organizational performance in Kenya as indicated by beta values ( $t=2.514$ ,  $P<0.05$ ). This study found that respondents strongly agreed on the statements that career development as a tool which among other things, ensures and aids effective succession planning and career development which gives priority to existing staff is a great morale booster and leads to greater efficiency. These were followed by the statements that career development increases managerial capacity, motivates and aids retention of capable managers, career development reduces dissatisfaction, discontent, absenteeism and employee turnover, investment in career development especially management development produces tangible results in the long run, career development encourages employees to understand how organizations function and change, produce a shared diagnosis of problems and develop teamwork and positive support, the prospect of career

advancement might in itself motivate employees to work hard and employees aspire to progress steadily in organizations for which they work.

### **5.3 Conclusion**

The study concluded that training had a positive and significant effect on project performance in non-governmental water projects in Kenya. Training on projects management has led to the attainment of effective project performance through proper alignment of the organizations interests and the interest of project team members. However, training on employees has not been fully embraced as an intervention aimed at achieving the learning necessary for improved project performance. The study also concluded that managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals.

The study concluded that community sensitization had a positive and significant effect on project performance in non-governmental water projects in Kenya. The study also concluded that the members of the community who directly benefit from the project influence the direction and execution of development projects. Also the study concluded that encourages community beneficiaries of the projects to participate during project formulation strategies so that the project can satisfy their requirements.

The study concluded that management support had a positive and significant effect on project performance in non-governmental water projects in Kenya. The study also concluded that the organization management ensure effective communication between them and the employees, provide that required resources in the implementation of the projects and ensure proper organization of activities of any project to be undertaken.

The study concluded that career development had a positive and significant effect on project performance in non-governmental water projects in Kenya. The study concluded that the organization continuously develop the careers of the projects team members and project managers in order to help them in improving and upgrading their skills on project management, foster better communication between managers and employees and that they can set more realistic goals and objectives. This is done through self assessment tools, career planning workshops, individual counselling, organizational development programs and developmental programs.

#### **5.4 Recommendations**

This study recommended that the organization should identify training need of its employees and design training programmes that will help to optimally utilize their workforce towards actualization of organization objective. The organization should also identify the challenges effects of employees' training on project performance hence determine the areas where improvements through training can be done. Training is importation for the survival of any organisation. It is also imperative for effective performance of employees, enhancement of employees' ability to adapt to the changing and challenging project requirements for better performance, increase employees' knowledge to develop creative and problem solving skills on project performance.

The study recommended that project managers and their team should introduce meetings with project beneficiaries and allocate time for them in their schedules. This will open an avenue for people to share their views and opinions regarding the projects at hand. This will ensure that defects and faults are minimized which will in turn facilitate faster completion of projects. The study also recommended that views and opinions suggested in these meetings should be

encouraged, not criticized. Involvement and consultation of community members should be the driving factor to better project performance.

This study recommended that project manager should be accountable for delivering project outputs. There should be active involvement of senior managers of to help project managers to successfully complete the project. This should be done through proper project planning, motivating the project team members, organizing the activities within the project and providing adequate resources for the project.

The study recommended that the organization should establish career development programs that are effectively integrated with the organization's ongoing training and development strategies. Through this the organization should carefully design career development system especially designed to meet particular project unique needs and requirements. This is because career development enables the organization to disseminate all important details and information at all organizational levels in order to ensure effective communication at all levels.

### **5.5 Suggestion for Further Studies**

The study determined the effect of stakeholder capacity development on project performance in nongovernmental water projects in Kenya specifically in Kitui County. Further studies should be carried out in different counties in Kenya for comparison. Studies could also be directed to establish challenges facing stakeholders' participation in implementation of water projects in Kenya under nongovernmental organizations.

## REFERENCES

- Bohlander, S.(2011). The Effect of Human Resource Management Practices on Corporate Performance. *International Business Resarch Journal*, 2(1), 23-28
- Brikke, F. (2011). Linking Technology Choice with Operation and Maintenance for Low Cost Water Supply and Sanitation. London: WEDC, Loughborough University. UK.
- Burgi, R. B. (2010). Sustainable Potable Water Systems Strengthen Rural Communities in Developing Nations. American Society of Civil Engineers.
- Carter, R., Tyrrel, F. & Howsam, P. (2013). Lessons Learned from the UN Water Decade. *Journal of the Chartered Institution of Water and Environmental Management*, 7(6), 646-650
- Cheung, S. O., Suen, H. C., & Cheung, K. K. (2004). PPMS: a web-based construction project performance monitoring system. *Automation in construction*, 13(3), 361-376.
- Chogul, B. (2010). A ladder of community participation for underdeveloped countries. *Habitat International*, 20, 431-444
- Coetzer, A., Redmond, J., & Sharafizad, J. (2012). Decision making regarding access to training and development in medium-sized enterprises: An explanatory study using critical incident technique. *European Journal of Training and Development*, 36 (4), 426-447
- Crawford, L. (2013). Developing project management capability: Theory and practice. *Project Management Journal*, 36(3), 74-97
- Dissanayaka, S. M. & Kumaraswamy, M. M. (2012). Comparing contributors to time and cost performance in building projects. *Building and Environment*, 34, 31–42
- Donaldson, T., & Preston, L. E. (1995). The stakeholder theory of the corporation: Concepts, evidence, and implications. *Academy of management Review*, 20(1), 65-91.
- Eduvie,O. (2006). *Borehole failures and groundwater development in Nigeria*. Water Africa Exhibition, Lagos, Nigeria.
- Freeman, R. E. (2014). *Strategic Management: A Stakeholder Approach*, Pitman Press, Boston
- Grant, R. M. (1991). The resource-based theory of competitive advantage: implications for strategy formulation. *California management review*, 33(3), 114-135.

- Gulyani, S., Talukdar, D., & Mukami Kariuki, R. (2011). Universal (non) service? Water markets, household demand and the poor in urban Kenya. *Urban Studies*, 42(8), 1247-1274.
- Iyer, K. C. & Jha, K. N. (2013). Factors affecting cost performance: evidence from Indian construction projects. *International Journal of Project Management*, 23, 283-295
- Jimenez, A., & Perez-Foguet, A. (2011). Water point mapping for the analysis of rural water supply plans: Case study from Tanzania. *Journal of Water Resources Planning and Management*, 137(5), 439-447.
- Kandelousi, N. S. J. Ooi & Abdollahi, A. (2011). Key success factors for managing projects. *World Acad. Sci. Eng. Technol*, 5(9), 1826-1830
- Kanua, J. K. (2009). An assessment of the role of community participation in successful completion of CDF projects in Imenti constituency. *Unpublished MA project. University of Nairobi.*
- Kelly, U. (2012). *Career Development Practices among Commercial Banks in Kenya.* Unpublished MBA Thesis, University of Nairobi.
- Kendie, S. (2012). Survey of Water Use Behaviour in Rural North Ghana. *Natural Resources Forum*, 16 (2), 126-131.
- Kenney, J. & Reid, M. (2011). *Training Interventions.* London: Institute of Personnel Management.
- Kingi, W., Mukulu, E., & Oloko, M., (2013). Effects of Human Resource Development on the performance of Tourist class Hotels in Malindi District, Kenya. *Journal of Human Resource & Entrepreneurship Development*, 4(2), 1-4
- Kissi, J., Dainty, A., & Tuuli, M. (2012). Examining the role of transformational leadership of portfolio managers in projects performance. *International Journal of Project Management*, 31(4), 485-497
- Kiteme, B. P., & Gikonyo, J. (2012). Preventing and resolving water use conflicts in the Mount Kenya highland–lowland system through water users’ associations. *Mountain research and development*, 22(4), 332-337.

- Limsila, K., & Ogunlana, S. O. (2008). Performance and leadership outcome correlates of leadership styles and subordinate commitment. *Engineering, Construction and Architectural Management*, 15(2), 164-184
- Mangin, J. (2011). Rural Water Supply in Southern Ethiopia: Failures and Alternatives. *Canadian Journal of Development Studies*, 12(2), 297-312
- Marshall, S. J. (2011). Glacier water resources on the eastern slopes of the Canadian Rocky Mountains. *Canadian Water Resources Journal*, 36(2), 109-134
- Mattare, M., & Lyons, P. (2010). Training Approach for the Very Small SMEs. *Journal for Business & Enterprise Development*, 15-19
- Mitchell, R. K., Agle, B. R. & Wood, D. J. (1997). Toward a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts. *Academy of Management Review*, 22(4), 853 – 886
- Mu, X., Whittington, D. & Briscoe, J. (2010). Modeling Village Water Demand Behavior -A Discrete Choice Approach. *Water Resources Research*, 26 (4), 521-529.
- Muller, R., & Turner , J. R. (2010). Leadership competency profiles of successful project managers. *International Journal of Project Management*, 28(5), 437-448.
- Mwakila, F. (2012). *Influence of community participation on performance of Kiserian dam* (Unpublished thesis, Masters of Arts). University of Nairobi, Kenya
- Newbert, S. L. (2007). Empirical research on the Resource based view of the firm. An assessment and suggestions for the future research. *Strategic Management Journal*, 4(1), 52-56
- Ntuala, K. (2010). *Factors affecting the implementation of CDF funded projects in Tigania East constituency*. Unpublished MA project. University of Nairobi
- Opiyo, F. E., Mureithi, S. M., & Ngugi, R. K. (2011). The Influence of Water Availability on Pastoralist's Resource Use in Mwingi and Kitui Districts in Kenya. *Journal of Human Ecology*, 35(1), 43-52.

- Pheng, L. S., & Chuan, Q. T. (2006). Environmental factors and work performance of project managers in the construction industry. *International journal of project management*, 24(1), 24-37.
- Pigors, P. & Myers, A. C. (2010). *Personnel Administration, A point of view and method*, (9<sup>th</sup> ed). New York. McGraw Hill Book Company
- Pinto, J. K. & Slevin, D. P. (2013). The project implementation profile. *Project Management Journal*, 17(4), 57-70.
- Powell, T. C. (2001). Competitive advantage: logical and philosophical considerations. *Strategic management Journal*, 22
- Prabhakar, G. P. (2008). Teams and projects: A literature review. *International Journal of Business Management*, 3(10), 20-28
- Samaritan Purse (2016). Large-scale relief projects; Christian missionary documentary
- Stone, R. J. (2002). *Human Resource Management* (2<sup>nd</sup> ed), Jhon Wiley & Sons
- Swart, J., Mann, C., Brown, S. & Price, A. (2005). *Human Resource Development: Strategy and Tactics*. Oxford. Elsevier Butterworth-Heinemann Publications
- Tabassi, A. A., & Babar, S. (2010). Towards assessing the leadership style and quality of transformational leadership. The case of construction firms of Iran. *Journal of Technology Management in China*, 5(3), 245-258
- Twebaze, J. (2010). *Community Mobilization in Rural Water Supply and Sanitation Programs: How Effective is it?-A case of Wakiso District-Uganda*. Makerere University
- Vickerstaff, S., & Parker, T.,. (2013). Helping small firms: The contribution of TECs and LECs. *Journal of International small business*, 13, 56-72
- Waldman, D. A., & Atwater, L. E. (2014). The nature of effective leadership and championship processes at different levels in a R&D hierarchy. *The Journal of High Technology Management Research*, 5(2), 233-245.
- Wamae D. N. (2009). *An evaluation of the contribution of implementation of CDF projects in employment creation in Kenya. The case of Abothuguchi central division, Meru Central District*. Unpublished MA project. University of Nairobi

- Werther, W., & Davis, K. (2012). *Personnel management and human resources*, New York: McGraw-Hill.
- Williams, T. (2008). Multiple Uses of Common Pool Resources in Semi-arid West Africa: A survey of existing practices and options for sustainable resource management Overseas Development Institute (ODI).
- World Bank, (2010). Contribution of People's Participation: Evidence from 121 Rural Water Supply Projects.
- Wright, P. & Geroy, D. G. (2008). Changing the mindset: the training myth and the need for word-class performance. *International Journal of Human Resource Management*, 12(4), 586-600
- Young, R. & E. Jordan, H. (2008). Top management support: Mantra or necessity? *International Journal in Project Management*, 26(7), 713-725

## APPENDICES

### Appendix I: Letter of Introduction

Alex Kamau Kibe  
P.O Box 2354-00100  
Nairobi

The Administrator  
Samaritan's Purse  
Nairobi- Kenya

Dear Sir/Madam,

#### **Re: Research Study**

I am student from Kenyatta University, Pursuing an MBA Degree. Currently, I am in the process of undertaking research on the '*Effects of Stakeholder Capacity Development on Project Performance Amongst Non Governmental Organization Water Projects in Kenya: A Case of Ikutha Water Sanitation and Hygiene Project.*

I therefore request to be granted permission to carry out the study in your organization.

Yours Faithfully

Alex Kamau Kibe  
MBA, Student  
Kenyatta University

## **Appendix II: Questionnaire for the Project Team Members**

### **Instructions:**

- i. Do not write your name or that of your school anywhere on this questionnaire
- ii. Tick [] where appropriate or fill in the required information on the spaces provided

### **Section A: Demographic Data**

1. Gender: Male []      Female []
2. How long have you worked in the current station?  
Less than 2 years []      2 – 5 years []  
6– 9 years []      10 and above []
3. What is your level of education?  
Diploma/College []      University Degree []  
MBA/MA []      Post-graduate Diploma []
4. Do you have any certification on project management? Yes []      No []

### **Section B: Training**

5. Does top training influence the project performance amongst Non Governmental Organization Water Projects in Kenya? Yes []      No []

The statements below relate to **training** on the project performance amongst Non Governmental Organization Water Projects in Kenya. Supplied also are five options corresponding to these statements:

**Key:** Strongly agree(SA)=**5**, Agree(A)=**4**, Undecided(U)=**3**, Disagree(D)=**2**, and Strongly Disagree(SD)=**1**.

Statement	1	2	3	4	5
Training is an intervention aimed at achieving the learning necessary for improved job performance					
Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce					
Training is important to enhance the capabilities of employees					
Employee competencies change through effective training programs					
Training is a means of dealing with skill deficits and performance gaps as a way of improving employee performance					

### **Section C: Community Sensitization**

6. Does community sensitization influence the project performance amongst Non Governmental Organization Water Projects in Kenya? Yes [ ] No [ ]

The statements below relate to **community sensitization** on the project performance amongst Non Governmental Organization Water Projects in Kenya. Supplied also are five options corresponding to these statements:

**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Statement	1	2	3	4	5
Involving local communities on project initiation					
Setting up a rural committee to represent the local community					
Community awareness on the importance of providing resources for the project					
Communities assume responsibility for their own welfare					
Communities develop a capacity to contribute to their own and the community's development					
Beneficiaries influence the direction and execution of development projects rather than merely receive a share of project benefits					

**Section D: Management Support**

7. Does management support influence the project performance amongst Non Governmental Organization Water Projects in Kenya? Yes [ ] No [ ]

The statements below relate to **management support** on the project performance amongst Non Governmental Organization Water Projects in Kenya. Supplied also are five options corresponding to these statements:

**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Top managers effectively communicates the requirements of the project to all the parties concerned					
Top management provides funds for the project on time					
All the employees are involved in project planning					
The managers carry out an evaluation of the project progress periodically to check for any deviations					
The top managers ensures that all the project activities are properly organized and assigned the relevant authorities and responsibilities					
The top managers ensures that all the employees are rewarded based on their performance					

**Section E: Career Development**

8. Does career development influence the project performance amongst Non Governmental Organization Water Projects in Kenya? Yes [ ] No [ ]

The statements below relate to **career development** on the project performance amongst Non Governmental Organization Water Projects in Kenya. Supplied also are five options corresponding to these statements:

**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Career development reduces dissatisfaction, discontent, absenteeism and employee turnover					
Career development which gives priority to existing staff is a great morale booster and leads to greater efficiency					
Investment in career development especially management development produces tangible results in the long run.					
Career development as a tool which among other things, ensures and aids effective succession planning					
Career development increases managerial capacity, motivates and aids retention of capable managers					
Career development encourages employees to understand how organizations function and change, produce a shared diagnosis of problems and develop teamwork and positive support					
The prospect of career advancement might in itself motivate employees to work hard					
Employees aspire to progress steadily in organizations for which they work					

### **Section F: Project Performance**

The following are the key pillars on the project performance amongst amongst NGOs. Indicate the extent to which your group has realized each of them.

**Key:** Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
All the projects have been delivered on time					
All the projects have been delivered within the budget					
All the projects have been delivered within the specified requirements					

### **Appendix III: Interview for the Project Managers**

- i. What is the effect of training on project performance in non-governmental water projects in Kenya?
- ii. What is the effect of community sensitization on project performance in non-governmental water projects in Kenya?
- iii. What is the effect of management support on project performance in non-governmental water projects in Kenya?
- iv. What is the effect of career development on project performance in non-governmental water projects in Kenya?