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Factors Affecting Performance of Projects of Non-Govermental Organisations in Kenya: A Case Study of Mwingi Cluster Projects

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Abstract:
This project found out that there were projects' underperformances in different aspects in Mwingi cluster projects. The following findings were realized. The study found out that a bigger number of projects were completed behind schedule by three years and few were complete on schedule. The study found out that projects were not completed within budget, end-product did not meet users requirement, the projects did not meet stakeholders' objective and scope was not managed well hence leading to project underperformance. The study also found out that poor leadership, inadequate motivation, lack of staff competence and poor engagement with stakeholders were influencing projects underperformance. The study realized that the projects teams were trained on leadership although they did not apply it in project implementation a finding which was realized by Megan in a research he carried in Australia. The study found out that the projects management were motivating projects team members using money although respondents said they would have loved other kind of motivation like: education sponsorship, study leaves and promotions. The study found that stakeholders' engagement had the strong influenced on performance followed by motivation of workers, staff competence and leadership respectively.

Keywords: Project Planning, Quality Assurance, Project performance, Employee motivation, Staff competence, Leadership

1. Introduction

Project management Institute (PMI) pulse of professional research (2008) argued that project performance is meeting project goals, time goals and budget significantly impacts on organizations ability to thrive. When project time lines are not met, when budgets are exceeded or when intended project goals are not fulfilled, unintended demands are placed on other resources that is people, project, product, budget and overall organization goal hence project underperformance is realized (PMI, 2008).

It is shown from previous research (Lehtonen, 2001; Samson & Lema, 2002; Kuprenas, 2003; Cheung, 2004; Iyer & Jha, 2005; Navon, 2005; Ugwa & Haupt, 2007) that the underperformance of any project is mainly related to the problems and failure in performance. Moreover there are many reasons and factors which attribute to this problem. Iman (2008) realized that 16.2% projects were performing well, 52.7% were underperforming and 31.1 % were cancelled or impaired. In Gaza strip there are many construction projects underperforming or completely collapsing (Saleh, 2008).

The focus of this study was Mwingi cluster projects Kenya. The Mwingi cluster project collaborate with organizations and institutions that support parents and caregivers to engage in viable micro enterprises e.g. agribusiness, create group and individual savings and embrace effective production methods to boost house hold security (Compassion International Report, 2010). Compassion International annual report (2012) identified that sustainability of income generating activities in their projects across board was uphill task and it was threatening their project survival.

2. Statement of the Problem

Project Management Body of Knowledge [PMBOK] (2011) argued that a project is considered underperforming when it has not delivered what was required, in line with expectations of cost, quality and time. Robertson & Williams (2006) says despite advance in project management methodologies many projects continue to underperform for a number of reasons including: lack of effective leadership, poor motivation among others. A number of other studies done in Western countries including Dick (2012), Project Management Institute Report [PMI] (2008), Lehtonen, (2001); Samson& Lema, (2002) and Kuprenas (2003), have found out that either under performance or decline in performance or failure in projects out rightly is experienced across the globe.

 Among these studies there are those that indicate that serious problems exist across a broad cross-section of industries e.g. IT and construction projects. Iman (2008) realized that 16.2% projects were performing well, 52.7% were under performing and 31.1 % were cancelled or impaired. Kenya is not immune to this problem because a research which was done by Nyika (2012) found out that, 79.2 % of all the projects exhibited some degree of underperformance. According to Compassion International Report (2009) 50% of all the Income Generating Activities Project fails within the first year of operation. With this high rate of project underperformance this issue is critical and requires urgent attention that necessitated this research.

3. General Objective
The general objective of this study was to investigate the factors affecting performance of projects of Non-Governmental organizations in Kenya: A case study of Mwingi cluster projects.

3.1. Specific Objectives
The specific objective of this study will be as follows:
1. To examine the influence of leadership on performance of projects of Non-Governmental organizations in Mwingi cluster projects.
2. To establish the influence of engagement with stakeholders on performance of projects of Non-Governmental organizations in Mwingi cluster projects.
3. To determine the influence of staff competence on project performance of projects of Non-Governmental organizations in Mwingi cluster projects.
4. To examine the influence of motivation of staff on project performance of projects of Non-Governmental organizations in Mwingi cluster projects.

4. Significance of the Study
The findings of this study are hoped to provide the Mwingi cluster projects' staff with key information to use in donor-based reporting which will in turn determine future project funding by the donors. The researcher also hopes the findings of this research will enlighten project stakeholders who include parents, teachers, educational administrators, students, and government that it can make them aware of the forces which are working for or against project performance.

There are also hopes that the Mwingi cluster management task force that has been charged with the responsibility of following up project performance will benefit from the findings. This study will provide most of the answers to questions that this management force has tabled regarding project performance. They will use the findings of this study to plan on the way forward as far as project performance is concerned. This study will also add to the body of knowledge on project performance in project management.

Finally, the researcher hopes that the findings of this study will form the basis on which future researchers could be built and that information from the study can be used by other organization dealing with child sponsorship to improve their service to children.

5. Literature Review

5.1. Transformational Leadership Theory
Transformational leadership theory has captured the interest of many researchers in the field of organization leadership over the three decades. This theory was developed by Burns (1978) and later enhanced by Bass (1985, 1998) and others (Avolio &Bass, 1988; Bass & Avalio, 1994; Bennis &Nanus, 1985; Tichy & Devanna, 1986). The major premise of transformational leadership theory is the ability to motivate followers to accomplish more than what the follower has planned to accomplish (Bass, 1985).

Burns postulated that transformational leaders inspire followers to accomplish more by concentrating on the followers' values and helping the followers align these values with the value of organization. Furthermore, Burns identified transformational leadership as a relationship in which the leader and follower motivate each other to higher levels which resulted in value system congruence between the leader and the follower (Krishnan, 2002).

Transformation leadership has been associated with the personal outcomes (Hakker & Bass, 1988; Barling, Moutinho, & Kelloway, 1998; Kirkpatrick & Locke, 1996) of the follower as well as organizational outcomes (Boerner, Eisenbeiss & Griesser, 2007; Zhu, Chew, & Spangler, 2005; Jorg & Schyns, 2000; Barling, Weber & Kelloway, 1996, 1996; Howell & Avalio, 1933). Research has shown that transformational leadership impacts follower satisfaction (Hatter & Bass; Koh, Steers, & Terborg, 1995) and committed to the organization (Barling et al., 1996; Koh et al., 2006). Research has again showed that transformational leadership impact employee commitment to organization change (Yu, Leithwood, & Jantzi, 2002) and organizational conditions (Lam, Wei, Pan, & Chan, 2002). Due to its impact on personal and organizational outcomes, transformational leadership is needed in all organizations (Tucker & Russel, 2004).

According to Arons (2006), "leadership is associated with organizational and staff. Personal and organizational behavior related to leadership demand a more candid look at leadership style which may have a positive and negative impact on these two variables. By understanding the impact of transformational leaders can influence and motivate the behavior of employees in such a way that the resultant behavior has a positive impact on the organization hence improving the project performance. Burn believes that transformational leadership could raise followers from a lower level to a higher level of needs which agrees with Maslow's (1954) hierarchy of needs. Transformational leadership will be very appropriate for Mwingi cluster projects because they will feel appreciated by their leaders and this will affect the performance of projects positively.

5.2. McClelland's Theory/Three Need Theory
According to McClelland (1961) he argues that his theory shows people motivating drives. He argues that this theory can help project managers or project team lead to give praise and feedback effectively, assigning people suitable tasks and keeping them motivated hence realizing project performance. The praise was on stakeholders and employees assigning them roles according to their staff competence and academic qualifications. McClelland's (1961) in a text titled "The achieving Society", notes that Freud pioneered the notion that one may satisfy other motives. The need to achieve is very important in project performance because it help you to know what your stakeholders want to achieve as an effective leader. If for example your employee want to achieve

academic excellence and is the only thing that can motivate them to perform you give them the opportunity to develop themselves academically.

McClelland defined needs into three categories: the need for achievement, the need for affiliation and the need for power (McClelland, 1961). The achievement need is described as desire for achievement, combined with other influences such as social approval, and ability. The affiliation need is described as a concern for establishment, maintaining, or restoring positive relationship. People with affiliation needs are seeking approval (McClelland, 1961). Leaders should be in position to know the stakeholders which need to affiliate with their project for maximum utilization of their potential. The need for power is described as a superior person that can control or influence a subordinate.

Good leadership should be keen to know who among the team feels motivated by power so as to be assigned leadership roles hence motivating them. McClelland states that these needs can influence their project performance a great deal. High affiliation people tend to not perform well as managers because of their need to maintain positive social relationship. People with high power needs and low affiliation tend to be successful leaders, while people with high achievement needs tend to perform well as entrepreneurs (McClelland, 1961; Ramlall, 2004).

It should be noted that for project performance to be achieved the leaders should know what motivates their employees for example some employees may be motivated by increment of salaries and others by developing them academically.

Project managers should understand how different stakeholders and project team members respond to feedback` and praise for example you may get some stakeholders or project team members who need to be praise privately and others publically and failure to understand this may lead to project underperformance because of conflicts. Project managers according to McClelland (1961) should understand what tasks fit well with each project team member and this is tied to staff competence variable in my conceptual frame work.

5.3. Theory of Constraints Project Management

Whether your organization manages stand- alone or multiple projects, whether those projects are small or large whether customers are internal or external or whether the nature of the work performed is product development, construction, design, IT or service; most projects are difficult to manage because of two things; they involve uncertainty and they involve three different and opposing commitments due to date, budget and quality of the product or services (Dee, 2001). In organization that attempt to manage multiple concurrent projects with common, shared resources, the job is even more challenging, managers can quickly find themselves on "project over load" with continual resource shortage and great difficult in determining which task are truly most important (Goldratt,2001).

Difficulties completing projects on time, within budget and expected quality are the vast constraints which affects project performance (Goldratt, 2001). In order to make significant project performance the project team must endeavor to address the underlying root causes of cost, quality and budget (Dee, 2001). The theory of constraints project management provides a comprehensive solution to address these root causes and coping mechanism. The solutions include: a robust planning process, a more effective scheduling process, a methodology for introducing work that leads to increased capacity, execution processes that provide excellent project control and work behavior that are more favorable to project performance (Goldratt, 2001).

Project planning called network building begin with combined meeting of project stakeholders to gain complete clarity on the intended objectives, deliverables and success criteria of project. This gets everyone on the same page at the earliest possible moment, identifies areas where more definition may be required and typically prevents mid-project surprises and network (Dee, 2001). This session always surfaces any constrains within which the project objectives must be accomplished (Dee, 2001). Upon the completion of the network building process the resulting network is used to determine the project schedule with a process called critical chain scheduling (Dee, 2001). Instead the Theory of constraints project management pre-selects a more heavily loaded resource to serve as a gate for work release hence improving project performance.
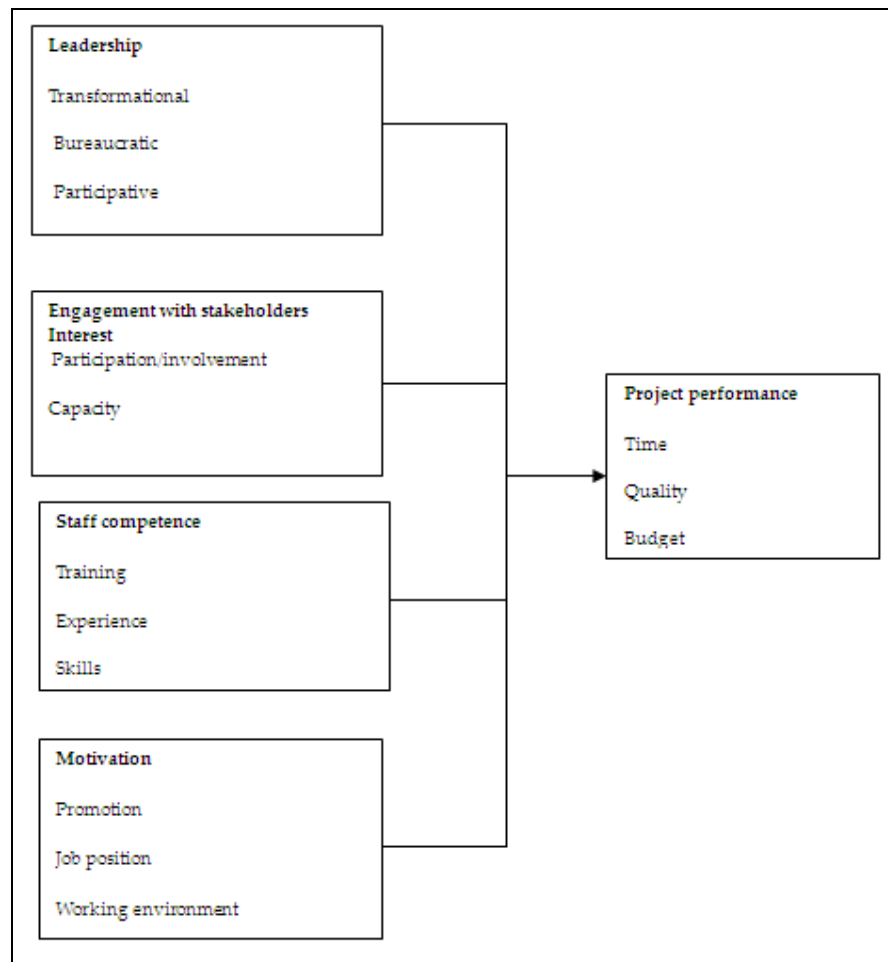
Figure 1

5.4. Leadership

Leadership is a dynamic relationship based on "mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they influence others through actions to accomplish objective" (Freiberg, 1996). Bass (1990) suggested that leadership was the ability to influence those you are leading towards achievement of goals and objectives. Pierce and Newstron (2006) defined a leader as one who exercised intentional authority over one or more other individuals, in an effort to guide actions towards the accomplishment of mutual goal; such goals requires mutually supporting actions among members of the group.

5.5. Engagement with Stakeholders

A stakeholder engagement is emerging as means of describing a broader, more inclusive and continuous process between a project and those potentially impacted that encompasses a range of activities and approaches and spans the entire life of project (World Bank Group Report, 2007). World Bank group report defined stakeholder as a person(s) or group(s) who are directly or indirectly affected by project, as well as those who may have interests in a project and/or the ability to influence its outcomes, either positively or negatively. Stake holders may include locally affected communities or individuals and their formal or informal representatives, natural or local government authorities' politicians, religious leaders, civil society organizations and groups with special interests, the academic community or other business (World Bank Group Report, 2007). Compassion International project has many stakeholders and key among them is the sponsored children who are the primary stakeholders and parents/caregivers who are very important for day to day running of project among other stakeholders (Compassion annual report, 2007).

5.6. Staff Competence

Staff competence refers to combination of skills, attributes and behavior that are directly related to successful performance on the job (Anna, 2009). Core staff competences are: skills, attributes and behavior which are considered important for all staff of the organization (Annan, 2009). Linda (2007) concurred with Annan by arguing that staff competence is the ability to take responsibilities and to perform activities to a reorganized standard on a regular basis. He added that competence is a combination of practical and thinking skills, experience and knowledge and may include a willingness to undertake work activities in accordance with agreed standards rules and procedures.

5.7. Employees' Motivation
Joran Bell (2007) theorized that employees' motivation is their desire to work and perform well in order to contribute to organizational or project performance. Joran argued that reward cannot directly affect performance the direct effect of rewards is on employees' motivation. According to Kirsh (2000) employee motivation is basic enthusiasm about work and incentives given to accomplish work. Motivating employees about work is the blend of satisfying the employees' requirement and prospects from work and work place factors that facilitate employees' motivation. He theorized that employee motivation is the process that is set up to boost employees' morale by rewarding and acknowledging their work. The following are the methods used to motivate employees according to the Kirsh: giving employees support, monetary rewards, good working conditions among others.

5.8. Project Performance
Project Management body of Knowledge (2008) defines a project as temporary endeavor undertaken to create a unique product, service, or result. Performance is doing something up to standard (Guillermo, 1955). According Project management Institute pulse of professional research (2013) project performance is meeting project goals, time goals and budget significantly impacts on organizations ability to thrive. Project performance is the ability of a project to effectively apply available resources in ways that achieve results (United States African Development Foundation Report [USADF], 2010). Again this research showed that high performing organizations are doing everything they can to minimize risk by improving their project and program outcome, 90% of their project meets original goals and business intent verses 34% for lower performers, only 8% of organization are considered high performers while 22% are low performers. The study showed the following factors affected performance: leadership, motivation, staff competence, engagement with stakeholders and corporate culture.

6. Empirical Review
According to Project management Institute (PMI) pulse of professional research (2013) project performance is meeting project goals, time goals and budget significantly impacts on organizations ability to thrive. A research on factors affecting the performance of construction project in Gaza strip of 14 dwelling units at Rafah area suffered from poor performance because of a delay of 110 days, closures, amendments in drawing, amendment in design, poor management and leadership, inappropriate participants, absence of motivation and political problems (Saleh, 2000). Saleh used key performance indicators to measure the performance of this construction projects. In the year 2006 there were many projects which finished with poor performance because of many evidential reasons such as: poor leadership, lack of motivation, lack of staff competence, obstacles by clients, non-availability of materials, road closure, amendments of the design and drawing additional work waiting for decision, handing over, variation order and delay of receiving drawing.

7. Respondents Rate
The study targeted 12 project directors, 12 social workers and 12 accountants in Mwingi cluster projects. A total of 36 questionnaires were issued which were all filled and returned back for data analysis. After the data had been collected, 36 out of the targeted 36 questionnaires were responded to; therefore, 36 questionnaires were used in the analysis. This was 100% response rate. This response rates was adequate and matching Mugenda and Mugenda (1999) provision that a response rate of 50% is adequate for analyzing and reporting.

8. Findings

8.1. Respondents Information
The study established that 55.6% of the project team members were diploma holders, 33.3% were degree holders and 8.3% having certificate. The 33.3% of the workers were project directors in the twelve projects hence the study found out that all the project directors were degree holders while the social workers and accountants were either certificate and diploma holders.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Certificate	3	8.3	8.3	8.3
Valid	Diploma	20	55.6	55.6	63.9
	Degree	12	33.3	33.3	97.2
	Others	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

Table 1:Frequency and percentage of education level of respondents Educational level of respondents

8.2. Stakeholders Engagement
The study sought to establish the influence of stakeholders in project performance. Most of respondents (45.1%) felt that stakeholders were not actively involved in the conception and design of projects, attending stakeholders meetings and had poor awareness of projects 14% of the respondents strongly disagreed, 31.2% agreed and 9% strongly agreed. This was indication there

was problem with project performance. These findings were established by Love *et al*.,(2004) who argued that during the project process, all stakeholders' needs should be assessed so that a satisfying and realistic solution to the problem being addressed is obtained.
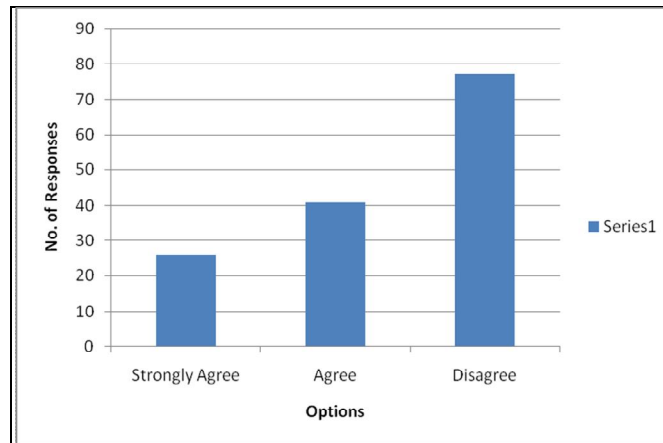

Figure 2: Bar chart above reflects the influence of leadership and project performance.
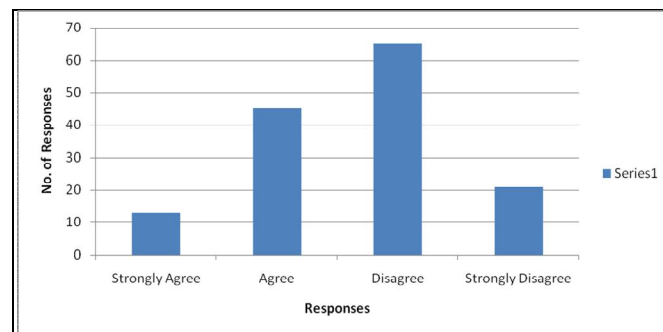

Figure 3: Bar chart 4.2 reflects the correlation of stakeholders' engagement and project performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.753	.642		5.843	.000
Stakeholders engagement	.055	.217	.018	.252	.803
Staff competence	.131	.213	.127	.613	.545
Motivated of workers	.185	.376	.099	.492	.626
Leadership Training	-.868	.589	-.280	-1.473	.152

Dependent Variable: Project completed on Schedule

Table2: Relationship of staff competence, motivation, stakeholders' engagement and leadership on performance (Schedule)

The study realized that stakeholders engagement (0.803) strongly affected performance in terms of schedule, followed my workers motivation (0.626), followed by staff competence (0.545). Leadership (0.152) had weak relationship on project performance and was not greatly affecting performance.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.464	.428		5.754	.000
Stakeholders engagement	.067	.142	.081	.470	.641
Staff competence	.336	.139	.444	2.407	.022
Motivation of workers	-.152	.241	-.113	-.629	.534
Leadership	-.690	.392	-.303	-1.762	.088

Table 3: Relationship of staff competence, motivation, stakeholders' engagement and leadership on performance (budget)

The studies realized that stakeholders' engagement (0.641) strong affected project performance (budget) followed by motivation of workers (0.534) while staff competence (0.022) and leadership (0.088) had weak relationship to project performance (budget).

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.690	.667		4.034	.000
Stakeholders engagement	-.310	.221	-.258	-1.405	.170
Staff competence	.043	.217	.039	.197	.845
Workers motivation	.340	.375	.175	.907	.371
Leadership Training	.387	.610	.116	.634	.531

Table 4: Relationship of staff competence, motivation, stakeholders' engagement and leadership on performance (Quality)

The study found out that staff competence (0.845) has strong correlation with project performance (quality), followed by leadership (0.531) however, Stakeholders' engagement (0.17) and workers motivation (0.371) had weak relationship with performance (quality).
In conclusion the study realized that stakeholders' engagement had the strong influenced on performance followed by motivation of workers, staff competence and leadership respectively.

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10. Summary of Major Findings Project Performance of Non-Governmental Projects
Most of the respondents agreed that there were projects failure in different aspects in the projects. The following findings were realized. The study found out that few projects were completed on schedule, few were completed behind schedule by one year and most of them were completed two years behind schedule and the greatest number were completed three years behind schedule. This showed that most of projects were delayed in time as indicated Saleh (2008) who found out that in Gaza strip project were failing in terms of schedule, time, cost and quality. It was discovered that most of projects were implemented above the budget, few within budget and very small percentage below the budget. This reflect what Nyika (2012) found out that small percentage of projects in Kenya were implemented on time and budget while large percentage of all projects exhibited some degree of underperformance in budget, time and scope. The study realized that most of respondents disagreed that the end product of the

projects met end user requirement while small percentage strongly agreed. This finding was realized by Seybolt (2007) too often humanitarian projects had failed to meet end users requirement in Rwanda, Somali, Kenya and Liberia among other countries. The study established that most of respondents disagreed that the stakeholders' objectives were met while a small percentage agreed the project met stakeholders' objectives. This finding concurred with URWA report (2000) which showed that projects are under performing because end products do not meet stakeholders' objectives. The study found out that a bigger percentage of respondents said scope was not effectively managed in the project while a small number of respondents agreed. This shows there is problem with project performance as it concurred with PMI (2008) who argued that if project timeline, budget and scope are exceeded project underperformance is realized.

10.1. Project Leadership
In attempt to establish the effects of leadership on project performance the respondents were asked to indicate whether they get formal leadership training before assuming there jobs. The study realized that most of respondents got leadership training while a smaller percentage was not trained on leadership. This finding was realized by Roy (2010) new leaders in projects requires training from the experienced project leaders from inside the project team or outside project who are experts in specific fields to enable projects perform well. Again this finding was realized by Megan (2011) who found out that although most of project team leaders were trained on leadership they were not applying the skills in project implementation causing project underperformance. The study also established that the most dominant leadership is participative, transformational, empowering, inspirational and bureaucratic ,followed by the leadership with role modeling and accountable this finding concurred with Lester, (2009) who realized that the kind of leadership style determines the project performance. Lester (2009) established that transformational leaders have competitive advantage to increase the efficacy and project performance. Majority of the respondents said that leadership in general has contributed to poor project performance because they do not apply the skills they get in the trainings in project implementation. This finding concured with a research done by Cambridge University (2007) which realised that 80% of projects underperformed because of leadership in general and leadership styles. The finding of this study realized that most leaders got training at the entry to the projects which they don't utilize it well to achieve project performance while few respondents were not trained. This finding was established by Roy (2010) who argued that new leaders in projects required training for better performance of projects.

10.2. Stakeholders Engagement
The study sought to establish the influence of stakeholders in project performance. Most of respondents felt that stakeholders were not actively involved in the conception and design of projects, attending stakeholders meetings and had poor awareness of projects while a few percentages of the respondents strongly agreed stakeholders' engagement was there. This was indication there was problem with project performance. These findings were established by Love et al., (2004) who argued that during the project process, all stakeholders' needs should be assessed so that a satisfying and realistic solution to the problem being addressed is obtained. The research found out that stakeholders' participation on the project was poor while few respondents agreed stakeholders' participation was good. This poor stakeholder's participation contributed to underperformance of the projects under study. The same finding was realized by Walker (2005) who theorized that one of the greatest benefits of stakeholders participating is sharing ideas to improve the project performance. Most of the respondents agreed that most of the stakeholders interests to be considered during project interest. This finding were realized by Freeman et al., (2007) who found out that identifying stakeholders interest was an important task to assess project performance.

10.3. Staff Competence
The study sought to establish whether staff competence was affecting project performance by asking the respondents to give their opinions. Most of the respondents agreed there were several challenges which make project staff incompetent hence resulting to project underperformance. This include: training, experience and skills. This finding were realized by Brandeis University report (2009) which found out that many project managers are not able to successfully lead project due to deficiency of staff competence. It was discovered that most of project staff were recruited through interviews and a small percentage was promoted or outsourced position. Staffs that were recruited in the project were not trained in project management. This finding agreed with what Abur (2011) found out that good and educated project managers who possess the competency and project management skills were able to apply the right tool for successful project performance hence the problem of performance in this projects.

10.4. Motivation of Employees
The study sought to establish whether employee motivation was affecting project performance. The study realized that motivation of employees was not well implemented. Majority of the respondents disagreed with existence of good employee motivation frame work in the projects this finding concurred with Voucher Association report (2004) who theorized that motivation plan is the back bone of project performance. Majority of respondents agreed that staff were not motivated to work for the project and while few respondents agreed that staff were adequately motivated. This was a clear indication there was a problem with project performance. The study established that majority of project staff preferred other type of motivation apart from money and few didn't prefer other type of motivation. This finding concurred with Voucher Association Report (2010) who argued that the last stage of motivation is choosing the right reward; money seems obvious reward in many organizations which should never be the case because different staffs have different tastes and preference. Majority of respondents agreed to other type of motivation like education sponsorship, study leaves, promotion etc. Majority of respondents agreed that working environment, salary and promotion were factors affecting motivation in the projects.

In conclusion the study realized that stakeholders' engagement had the strong influenced on performance followed by motivation of workers, staff competence and leadership respectively. These findings were again realized by Saleh (2008) who found out that stakeholders engagement greatly influenced project performance followed by motivation of workers, staff competence and leadership.

10.5. Conclusions

Key factors which affect Non–Governmental projects performance are leadership, staff motivation, staff competence and engagement of stakeholders. Project managers should see into it that project budget, scope, time, end users products are well managed to avoid under performance of projects. Project managers should know the best way to motivate project team because they have different taste and preference. To add on these project managers should have other motivation rewards apart from money such as promotions, education leaves among others. A good follow up should be meant to ensure the skills acquired during training of project team are put into practice to realize project performance. Staff competence should be paramount variable to be considered when employing project team members. Employees with project management skills should be considered to improve project performance.

10.6. Recommendation for Practice

Based on the research findings the following recommendations should be put into practice, staff in Mwingi cluster projects should incorporate these findings when reporting to donors which will help increase donor funding to solve some of the problems like motivation of project team members. These findings are a mirror to project stakeholders to know the forces which are working against project projects in Mwingi cluster projects. Mwingi cluster management task force which are charged with responsibility of following up with project performance can use these findings to improve on project performance. These findings can be used to add to the body of knowledge on project performance in project management. The finding of this project forms a basis on which future researchers can built on. The finding of this study can help Non-Governmental organization which deals with service delivery to child sponsorship to perform better.

Based on the research findings the following recommendations should be put into practice for NGOs who are aiming to perform well. Project managers should ensure that time estimates are not superseded. Cost, scope and end users products should be well managed to avoid underperformance of projects. Stakeholders' objective should be considered to realize successful project performance.

Project managers must understand the best ways to motivate their project team because the findings of this study showed that motivation depend on taste and preference of project team. Stakeholders must be engaged well in the implementation of the project that is in participation of project design up to phase out. Project managers should consider employing staff who are competent and who have project management skills to realize successful project performance. Project leaders must be followed up to ensure they implement the skills they get in leadership training.

10.7. Areas for Further Study

This study focused on factors affecting performance of NGOs projects in Kenya. There is need for future studies to look at factors affecting project performance in government projects. There is also a need to look at effects of project directors' level of education on project performance. A study should find out between NGOs projects and government projects which has higher performance.

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