



**STUDY ON THE EFFECT OF COMMUNITY  
PARTICIPATION AND TECHNOLOGY INTEGRATION  
ON PROJECT PERFORMANCE: A CASE OF  
PARTNERS FOR CARE ORGANIZATION, KENYA**

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**Abstract**

*The basis of this study was to investigate the effect of community participation and technology integration on the performance of Partners for Care Kenya. It targets a more profound comprehension of community participation and technology integration practices employed by Partners for Care Education programme and their role in increasing performance. A case study design was used covering a stratified sample of 88 respondents drawn from the 1177 beneficiaries distributed across the schools. Random sampling was used to select respondents from each stratum from which data was collected using questionnaires. A summary of the data was provided using descriptive statistics and inferential statistics, namely; correlation analysis was used to respond to the research objectives. The results indicate that Partners for Care Kenya has largely adopted community participation and technology integration to improve performance. The findings reveal that the practices have a positive significant correlation with the performance of the Organization. The study concludes that though community participation*

*and technology integration are important in affecting performance of the programme, awareness of existing processes needs to be done to beneficiaries to deliver as required. The study recommends the need to strengthen this study via comparison of performance by embracing other project management practices.*

*Keywords: Technology Integration, Community Participation, Project Management Practices, Organization Performance*

## **INTRODUCTION**

Project management involves project planning, organizing, monitoring, and control activities, and involvement of all parties to attain set objectives within the set time, budget and performance metrics (Turner, 2001). According to Bradley (2012), projects are executed in different ways dependent on size, scope, and industry with the anticipation that projects will result in a shorter time, minimum cost but of better quality and achieve client satisfaction. Findings of research carried out by Price Water House Coopers sampled from organizations drawn from Africa, Asia, Australia, Europe, and America, found that 50% of business projects failed and only over 2% achieved 100% success (Evrard & Nieto-Rodriguez, 2004). To enhance organizational performance, organizations are searching for new and better ways to work to achieve competitive advantage (Kabura, 2017).

Programme and system development, outsourcing, and policy implementation are just some of the activities that organizations undertake to achieve optimum outputs. Execution of projects in organizations is carried out through various project management practices like community participation and technology integration according to Mkutano & Sang (2018). It is evident that effective project management skills have to be put in place to ensure project performance; hence a lack of a defined structure in the culture of an organization may lead to poor performance (Kiioh et al., 2015).

In China, according to Cheung et al., 2012, indicators like time, price, quality, customer satisfaction, safety and health were used to measure project performance. Improved road construction technology in Europe has helped execute projects more efficiently and in less time (Ochenge, 2018). Therefore, the measures of performance are mainly time, cost, quality, and client satisfaction while it is evident that adoption of project management practices like community participation and technology integration may be a critical part of any successful and competitive business or project (Chege, 2018).

In a study by Nyaga (2014) on the role of project management skills on performance of building projects in Mombasa Kenya, targeting 111 staff found out that projects are constrained by inadequate project management practices that are required for project success. The study further indicated that increasing complexity in the projects with pressure of time and costs led to the introduction of high-quality software and hardware, which require skilled technology. Proper project management practices such as technology integration and community participation seek to cushion projects against present and potential risks or failure. The amount of time and effort dedicated to technology integration and community participation as elements of project management influence the success or failure of a project (Nyawira, 2017).

Muchelule and Migwa (2019) in a study on the factors influencing sustainability of Corporate Social Responsibility (CSR) projects in an Electricity Generating Company focused on 109 Kengen staff and community beneficiaries showed that CSR projects should value project management practices, which influences project performance positively. The study indicated that implementation of any project requires proper adoption of best practices in order to minimize risks and it is for this sake that Project Management Offices (PMO) are created for Project Management Best Practices to be implemented. The study recommended best practices like stakeholder engagement because they speed up the achievement of project objectives and influence project success.

Partners for Care (PFC) is a Non-Governmental Organization (NGO) that focuses on building health and hope in communities through its various initiatives. In the eleven years of its operation, Partners for Care has changed lives through its Education programme (Literacy, Information Technology (IT) and Fashion & Design training), Medical programme, Outreach programme, Mobility cart programme, Bednet programme, and WASH programme. Partners for Care is based in Nairobi, Kenya but handles projects across various regions in Kenya. Its clients include the Government, public and non-public sectors. However, the organization is nevertheless unable to yield impactful community participation and technology integration that will ensure improved project performance. This study looks into the effect of community participation and technology integration on the performance of its Education programme.

The main objective of any organization is to render better and quality services to its people. Globally, 97% of organizations understand that project management is critical to business performance and organizational success, according to a PwC study (Price Waterhouse Coopers (PwC), 2012). However, only 58% of organizations find the worth of project management tools (Meredith et al., 2017). In addition, only 23% of organizations use standardized project management practices across the entire organization. 33% use standardized practices, but not across all departments while 7% of organizations do not use any

standard practices at all (Meredith et al., 2017). Despite Partners for Care Kenya being in existence for some years, its performance in terms of time, quality, and client satisfaction in its education programme requires improvement. This may be due to the lack of properly structured frameworks in community participation and technology integration engraved in the culture of the organization that are crucial in achieving project performance (Turner, 2016).

Community participation is important in any organization's success story. It informs the delivery of quality services and products (Olberg et al., 2008). Community participation will ensure projects are embraced and are made sustainable. This study will assist in determining the effect of this technique in project performance.

Technological integration is an important project management practice that influences performance (Besner & Hobbs, 2006). In order to execute a project successfully, the right tools have to be put in place. The use of technology is limited in PFC (Education Programme) due to a lack of comprehensive knowledge about the impact of their usage. Information on this will be crucial in providing guidance to the management and project managers alike since there is limited information available on its relevance. Researchers have studied the effect of project management practices on project performance in business and Non- Governmental Organizations (Mensah, 2007), but little has been documented in the case of PFC that has an array of diverse services within the organization with a focus on community participation and technology integration. The research will, therefore, fill this gap.

The objectives of this study were to determine the effect of community participation and technology integration on the Performance of Partners for Care Education Programme, Kenya. This research will streamline community participation and technology integration in Partners for Care Kenya (Education programme) leading to client satisfaction, quality services, sustainability, and timely delivery of services. The findings will help PFC staff and management gain profound knowledge on the effect of community participation and technology integration on project performance. This will assist the management in putting in policies to ensure a structured project management practices are implemented. The policies may be implemented in other programmes within the organization, which will result in improved organizational performance.

Information on this will benefit partner organizations, communities, and individuals in ensuring there is active participation in the project cycle. Community involvement at each level of the project will lead to them owning the project. Further, this will result in improved organizational performance, which can create project success.

Technology integration will assist PFC (Education Programme) staff in performing their duties more efficiently and effectively leading to improved project performance. The study

finding may also assist the management of PFC to benchmark on best community participation and technology integration practices.

## **LITERATURE REVIEW**

### **Theoretical Review**

#### ***Stakeholder Theory***

Stakeholder theory promotes an effective avenue to undertake projects in a harsh environment (Freeman et al., 2007). It is important to note that proper stakeholder management translates into returns for example stakeholders may share valuable information to assist in the project implementation or customers may decide to buy more good to support a business which increases loyalty to the project (Freeman et al., 2015). A stakeholder is defined as a person, association or gathering that has an interest in the results of an organization and the organization relies upon for the accomplishment of its objectives (Freeman et al., 2007). According to Namusonge et al., 2018, stakeholder theory indicates that managers have a relationship with the people they serve for example, employees and business partners, who form the stakeholders.

A study by Yeda Maria Pereira and Carlos Ricardo (2015), found a positive connection between Stakeholder Management Capability and the Cooperatives performance in Brazil. This theory emphasizes the need for organizations to ensure active community participation at all stages of a project, as this is critical to performance. Proper communication should be made to the community stakeholders and their perceptions. Decisions should be made based on this understanding. This theory guided the study objectives.

#### ***Diffusion of Innovation Theory***

The theory was developed by E.M Rogers in 1962 (Acosta, 2016). It developed in communication to explain how an idea circulates through a specific population or social system and is eventually adopted by a community. Identifying with innovation does not occur at the same time in a social system (Rodgers, 2003). Diffusion of Innovation theory helps to clarify how communication channels and opinion leaders shape adoption (Adhiambo, 2015). The result of this diffusion is people, as part of a scheme, adopt a brand new idea, product, or behavior. There are roles played by people that adopt technologies at different paces.

Technology Acceptance Model (TAM) is consistent with the theory on diffusion of innovation where technology adoption is a function of a variety of factors including; relative advantage and ease of use (Kimani et al., 2013). The magnitude to which a person believes that using a system will be effective is termed as relative advantage while ease of use is the extent

to which a person hopes that using a certain structure will be uncomplicated (Venkatesh et al., 2003). TAM assists in prediction of whether or not a system will be accepted and corrective measures can be put in place.

This theory is in line with the adoption of technology innovations. The decision by an organization to adopt technology is influenced partly by the factors mentioned in the diffusion of innovation theory. This theory is relevant to the study as some of the tools used in technology are new and have to be diffused into society using different channels and different rates. The adoption and integration of technologies in the various departments of an organization influenced performance (Gagnon & Dragon, 2001).

## **Empirical review**

### ***Community participation***

Mukunga (2012) studied the influence of community participation on the performance of Kiserian Dam Water Project, Kajiado County. The study targeted households as key stakeholders of water projects. Multi-stage cluster sampling and purposive sampling techniques were employed to select the respondents for the study who comprised of household heads, government officials, area chief, project managers, and community leaders. The research revealed a low level of people involvement in the setting up of Kiserian dam. The study recommended that implementing agencies of development projects must accept the challenge for project sustainability and actively engage the community in all stages of project development.

Kabura (2017) investigated the influence of project management practices on the performance of mobile money transfer in Kenya, a case of Orange money. The target population for the study constituted 420 full-time employees of Telkom Kenya based in its headquarters in Nairobi. Stratified random sampling technique was used to draw a sample of 63 respondents for the study. A significant correlation was established between stakeholders' participation and performance of Orange Money. The study recommends awareness programs such as regular training for its employees on the existing plans and processes for them to deliver as required.

Mwende (2016) did an investigation on the performance of development projects in Makueni County, Kenya and the effect community participation has on them targeting 1626 respondents. The results indicated that there is need for training programmes to emphasize on the need for collective resource mobilization and decision-making. This is due to the fact that despite the existence of an environment that allows for resource contribution and decision-

making, the community felt not involved. The trainings would be critical as there is need for optimum community participation in order to achieve expected performance.

Mbui & Wanjohi (2018) in a study on Ruiru water Projects, Meru County and the influence of community participation on project performance established that community members were indifferent to the project by not visiting project sites, failing to attend meetings and not requesting to scrutinize progress reports. This is because of their lack of involvement in decision-making including elections that were termed as mere formalities to maintain the status quo. It was recommended that a new structure be placed. Also, meetings and site visits should be organized regularly to inculcate accountability and transparency in project management.

### ***Technological integration***

A study done by Weathersbee (2008) to examine the impact technology integration has on the academic performance of public school children in Texas. This research determined that technology integration, as it pertains to Leadership, Administration, and Instructional Support. The findings revealed that technology integration significantly impacted the academic performance of 4th graders in reading and math, and impacted 8th graders in the areas of math and science. Such positive findings suggest that campuses must develop clearly defined goals and plans in properly implementing technology into the classroom.

According to a study by Robina & Carmona (2014) on determining and evaluating the reasons for limited use of technology, is the inability to conform to the needs of the project. The use of technology is limited across projects due to a lack of information and training on correct use. However, embracing technology integration has a positive and significant consequence on project performance hence the need to adopt technology while managing projects.

In a study conducted by Abbas et al., (2014) on Allied Bank Ltd Pakistan targeting the impact of technology on employees, it emerged that performance of employees is greatly affected by an organization's bid to invest in technology. It also leads to the organization having a competitive advantage. Also, it makes the user more comfortable as it reduces time and energy wasted doing manual work.

According to Kimani (2013), there is a positive relationship between the level of IT use and organizational performance at the population service of Kenya. A descriptive survey was used and questionnaires administered on 311 respondents, staff of the Population Service of Kenya. The study showed that most of the respondents had various IT company devices at their disposal and the use of these devices contributed to 82.4% of organizational performance at the Population Service of Kenya.

### ***Project Performance***

According to Simiyu (2018), an investigation on the impact of project management practices on performance of agricultural projects by community-based organizations in Bungoma County, a case of Letan Limited, revealed that community participation was significant on project performance. The study used descriptive and explanatory research designs on 138 community project groups carried out by CBOs registered in Bungoma County. The study suggests that the Government should ensure that there is well-outlined stakeholder analysis, identification, and engagement methods.

In a study by Bwisa and Fred (2016) on the effects of triple constraints on management of projects in Nairobi revealed that the performance of projects is highly dependent on how projects managers handle the constraints of time, cost and scope. There is need to overcome these constraints in order to meet project objectives and hence the need to adopt project management practices in order to tackle the risks for an effective and deficient outcome.

In a study conducted by Mavuti et al., (2019) on the effect of project management practices on implementation of funded Kenya Ports Authority projects reiterated the essence of project management practices in successful project implementation. A sample of 191 respondents showed that stakeholder's participation and technology integration play a vital role in determining the success in project implementation. It was concluded that project management practices are important for the success of any project implementation, yet in most projects, they have not been adopted effectively.

## **RESEARCH METHODOLOGY**

The study adopted a case study design to attain the research objectives. A case study is an in-depth investigation of an individual, group, institution, or phenomenon in its real-life context (Mugenda & Mugenda, 2003). This research design was preferred for this study because of its ability to allow an in-depth investigation of a project or an organization to provide conclusions and recommendations. A case study also utilizes multiple sources of information that make it a useful tool for descriptive research and analysis of data.

The target population was 1,177 beneficiaries of the Partners for Care Education programme (IT, Literacy, and Fashion & Design schools) comprising of PFC staff and students spread across its offices in Kilifi, Marsabit, and Nairobi Counties. Stratified random sampling technique was used to determine the sample size of 88 respondents from the target population of 1,177 beneficiaries. The 88 respondents were relevant to the study as it acquired the needed representation from the various departments and schools. In order to effectively accomplish the goal of the investigation, self-structured surveys were used to gather information. The



questionnaire focused on demography, community participation, technology integration, and their effect on the performance of Partners for Care Education programme. The surveys were administered to the respondents through drop and pick later and face to face.

Descriptive and inferential statistics was used to analyze, the collected and arranged data. To describe the characteristics of the study's interest variables descriptive statistics such as frequencies, means, percentages, and standard deviations were generated. Correlation was used to determine the relationships between the dependent and independent variables.

## RESULTS AND DISCUSSION

### Demographic characteristics

#### *Age Group of the respondents*

The demographic analysis demonstrated that the age group with the most respondents was 18 - 25 years, followed by 26 -35 years and 36 – 45 years and the least was 46 years and above. The respondents were beneficiaries of Partners for Care Education programme. It is expected that the beneficiaries to be young and the number of beneficiaries to reduce as age increase as shown in Figure 1.

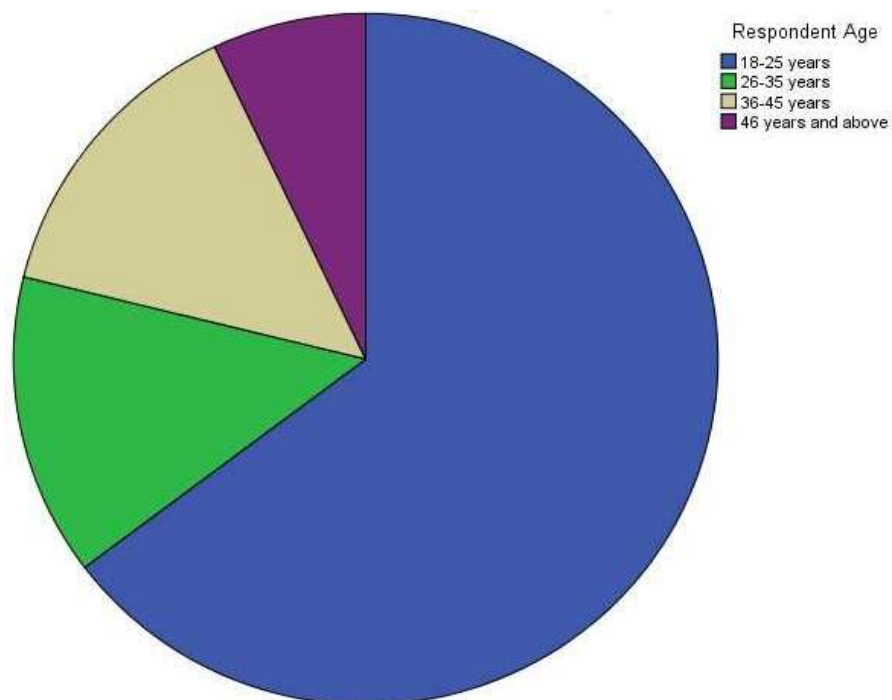


Figure 1: Age Group of the Respondents

### ***Gender of the Respondent and Type of School***

The study sought to understand the distribution of male and female respondents. Therefore, the need to understand the gender that most subscribe to Partners for Care education initiative. It was also important to summarize gender allocation in the three schools at Partner for Care. As shown in Table 1 males and females are represented equally at school of information technology and fashion and design, while more females than males attended literacy class. Moreover, information technology had the highest number of students (55 students), followed by literacy class with 24 students and fashion and design with the least number of students (4 students).

Table 1: Gender and School at Partners for Care Cross tabulation

Gender	School at Partners for Care			Total
	Information technology	Literacy	Fashion & Design	
Male	28	7	2	37
Female	27	17	2	46
<b>Total</b>	55	24	4	83

### ***Location of School at Partners for Care***

Table 2: Frequency of School Location at Partners for Care

	Frequency	Percent
Nairobi	34	40.0
Kilifi	33	38.8
Marsabit	18	21.2
<b>Total</b>	85	100.0

As shown in Table 2 the distribution of respondents was from the three regions. Nairobi region had the most noteworthy number of respondents (40%), followed by Kilifi (38.8%), and the area with minimal number of respondents is Marsabit (21.2%). The data is in line with the number of students that attend Partners for Care Education programme, therefore the sample is a representative sample of the population.

### Education Qualifications

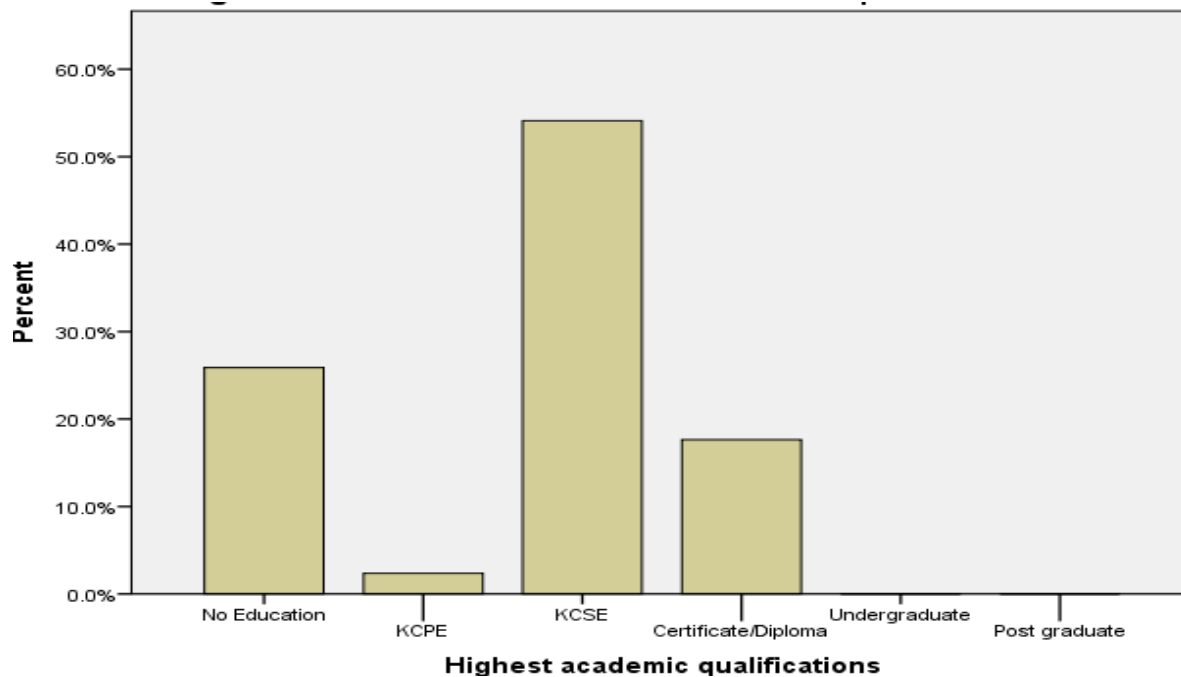


Figure 2: Education Qualifications of the Respondents

The education level of the respondents attending Partners for Care education initiative was less than a certificate or diploma as shown in Figure 2. The bulk of respondents had their highest level of education as Kenya Certificate of Secondary Education (KCSE), followed by no education, then certificate/diploma, followed by Kenya Certificate of Primary Education (KCPE) and none with undergraduate or postgraduate degrees. The findings support the objective of the initiative, which is to empower people who had form four education and below with training in computer literacy, fashion, and basic literacy.

### Community Participation

The first goal of this study was to determine the effect of community participation on the performance of Partners for Care Education Programme, Kenya. The respondents were asked to state how they found out about the Partner for Care project. The frequency of responses is as shown in Table 3. Most of the respondents learnt about the project through community health-workers, followed by the church or chief while only 3.5% learnt through family or social media.

Table 3: Method of learning about Partners for Care Education Programme

	Percent
Through chief	11.8
Through community health workers	30.6
Through Church	23.5
Friend	25.9
Social media	3.5
Family member	3.5

The respondents were selected in three ways to participate in the project; interviews, questionnaires, and tests. From the rundown of respondents, the means of selection is as portrayed in Figure 3. A great number of the respondents, more than 65%, were selected through interviews, 30% through questionnaires, and less than 5% through tests.

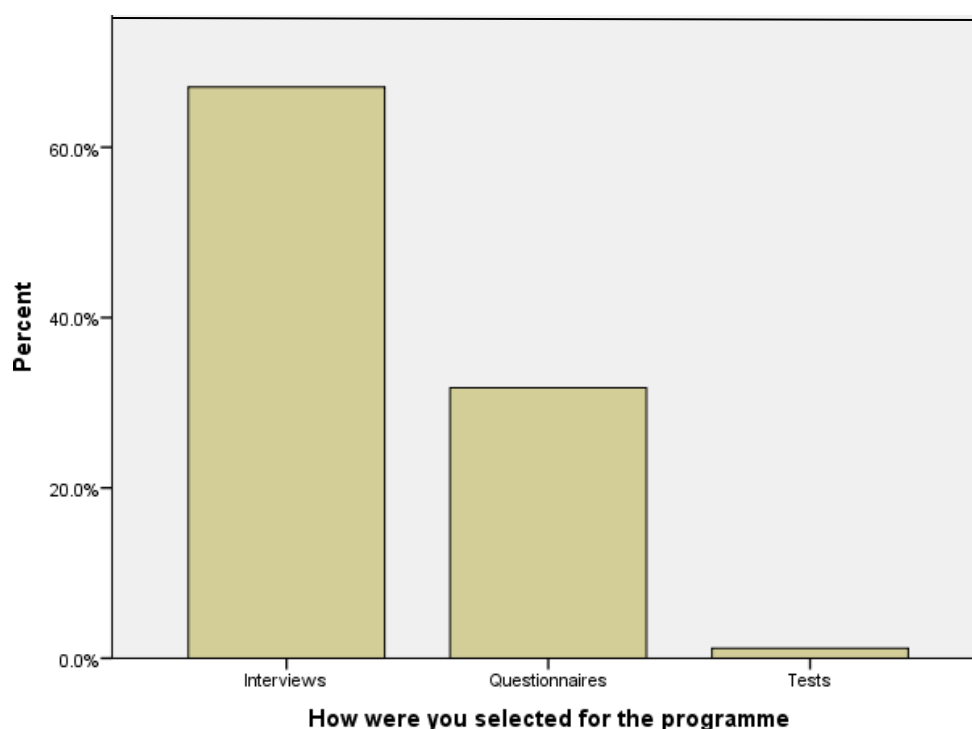


Figure 3: Method of student selection for the Programme

The respondents were asked to state at what level of the programme key stakeholders are engaged. From Figure 4, clearly majority of stakeholders are engaged at all stages of the project (76.47%) and only 23.53% of the respondents agreed that stakeholders were only engaged in the programme at the beginning of the programme.

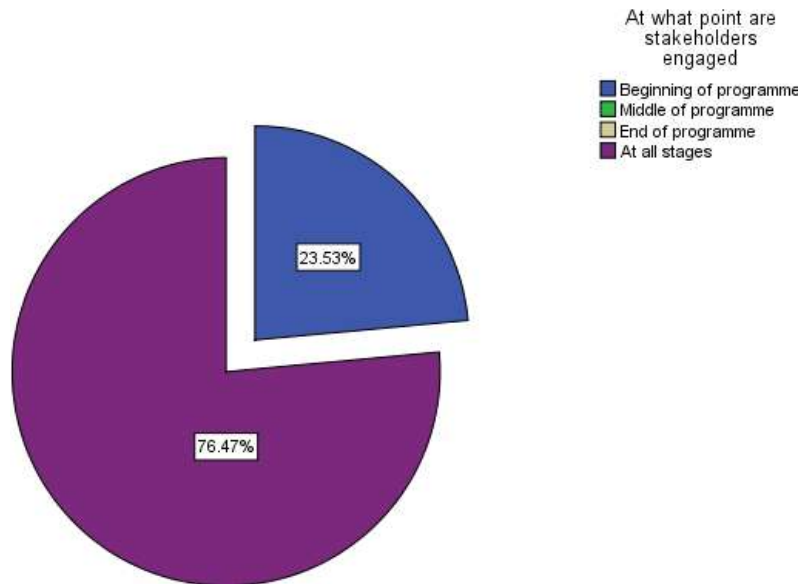


Figure 4: Point of Stakeholder Engagement

The respondents were further asked to identify who participated in their school events. 63.86% of the respondent answered their parents, 14.84% guardians, 18.07% community leaders, and 7.23% friends (Figure 5).

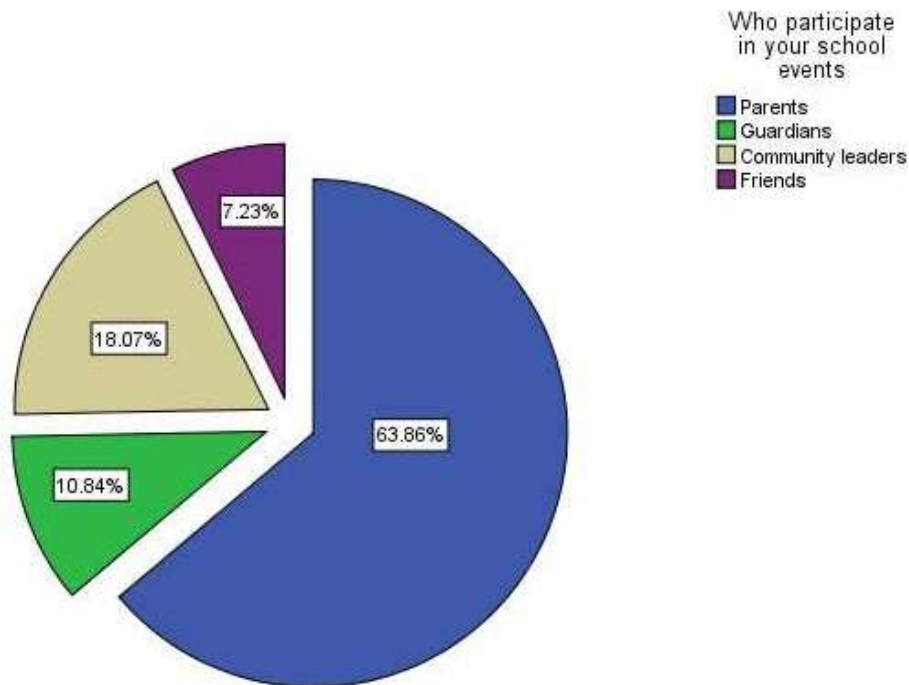


Figure 5: Who participate in school Events

Table 4: Descriptive Analysis of Community Participation

Statement	SD	D	DK	A	SA	Mean	SD
	%	%	%	%	%		
The course was designed to identify and prioritize your needs.	1.2	3.5	7.1	32.9	55.3	4.38	.859
Your ideas and contributions were incorporated in course	1.2	4.8	9.6	63.9	20.5	3.98	.780
Resources from the community were used to advertise the course		4.8	8.3	32.1	54.8	4.37	.833
Benefits from the programme are enjoyed by community members	1.2	4	3.6	34.5	57.1	4.43	.826
Engagement of stakeholders promotes their satisfaction, ownership and improves programme performance	2.4		48.8	9.5	39.3	2.43	.812

*SD=strongly disagree, D=Disagree, DK=Don't Know, A=Agree, SA= Strongly Agree S.D=Standard deviation.*

According to Table 4, the majority (55.3%) strongly agreed (Mean=4.38, SD=0.859) the course was designed to identify and prioritize their needs. A further 63.9% (Mean=3.98, SD=0.780) agreed that their ideas and contributions were considered in the course. The respondents (54.8%) also strongly agreed that the resources from the community were used to advertise the course (Mean=4.37, 0.833). Similarly, 57.1% of the respondent strongly agreed that benefits from the programme are also enjoyed by community members (Mean=4.43, 0.826). However, 48.8% of the respondents do not know (Mean=2.43, SD=0.812) engagement of stakeholders promote their satisfaction, ownership, and improves programme performance.

### Technology Integration

The second aim of this study was to establish the effect of Technology integration on the Performance of Partners for Care Education Programme, Kenya. The respondents gave their thoughts on whether or not they agreed to statements with regards to technology and performance. The results are summarized in Table 5.

Table 5: Descriptive Summaries for Technology Integration

Statement	SD	D	DK	A	SA	Mean	SD
	%	%	%	%	%		
There is access to internet	13.1	16.7	7.1	25.0	38.1	3.58	1.466
There is access to electricity	1.2	6.0	24.1	25.3	43.4	4.04	1.017
There is an amount of integration of the course content with technology	6.0	9.5	22.6	36.9	25.0	3.65	1.135
The course content is easy to use on my device	11.9	14.3	9.5	36.9	27.4	3.54	1.348
I am able to use technology in solving class related problems	10.7	19.0	4.8	38.1	27.4	3.52	1.357
Learning been made easier with the provision of additional information on the course from the internet	6.0	1.2	13.1	33.3	46.4	4.13	1.084

*SD=strongly disagree D=Disagree DK=Don't Know A=Agree SA= Strongly agree.*

It can be observed from Table 5 that a majority of respondents (38.1%) strongly agreed that they had internet access during the programme (Mean=3.58, SD=1.466). In addition to that majority (43.4%) of the respondents strongly agreed to have access to electricity (Mean=4.04, 1.017). They also (36.9%) agreed that there was an amount of integration of course content with technology (Mean=3.65, SD=1.135). Majority (36.9%) agreed that the course content was easy to use with their device. They (38.1%) also agreed that they were able to use technology in solving class related problems (Mean=3.52, SD=1.357). Also, they (46.4%) strongly agreed that learning was made easier with the provision of extra information on the course from the internet (Mean=4.15, SD=1.084).

### Project Performance

The respondents were asked to rate whether the employment of community participation and technology integration affected project performance. The responses were measured on Likert Rating Scale. The results are shown in Table 6.

Table 6: Descriptive Summaries for Project Performance

Statement	SD	D	DK	A	SA	Mean	SD
	%	%	%	%	%		
The course was conducted as per course outline	4.9	4.9		32.1	58.0	4.33	1.061
The course met the deadline	5.0	3.8	3.8	48.8	38.8	4.13	1.011
The course met quality specification	1.3	3.8	6.3	47.5	40.0	4.73	1.523
The project outcomes satisfied my needs		6.3	5.1	32.9	55.7	4.38	.852

*SD=strongly disagree D=Disagree DK=Don't Know A=Agree SA= Strongly agree.*

As observed from Table 6, a greater percentage (58%) of the respondents emphatically concurred that the course was conducted according to the course outline (Mean=4.33 and SD=1.061). Similarly, many (48.8%) of the respondents concurred that the course met the deadline (Mean=4.13, SD=1.01). Moreover, there was a general perception (47.5%) among the respondents that led them to agree (Mean=4.73, SD=1.523) that the course met quality specifications. Also, quite a number (55.7%) of the respondents strongly agreed that the project outcomes satisfied their needs (Mean=4.38, SD=0.852).

### **Inferential Statistics**

The main objective of this study was to determine the effect of community participation and technology integration on project performance of Partners for Care Education Programme, Kenya. Project performance was the dependent variable in the study while the independent variables were community participation and technology integration. The research sought to establish a statistical relationship with the use of P-value and correlation coefficient. According to Young (2010), inferential statistics establishes the statistical relationship between the independent and dependent variables.

### ***Bivariate Linear Relationship Between Study Variables***

Pearson correlation coefficient was used to establish a linear correlation between independent variables and dependent variables.



Table 7: Correlation Matrix

		Project Performance	Community Participation	Technology Integration
Project Performance	Pearson	1	.385	.261
	Correlation			
	Sig. (2-tailed)		.001	.021
	N	78	78	78
Community Participation	Pearson	.385	1	.187
	Correlation			
	Sig. (2-tailed)	.001		.092
	N	78	83	82
Technology Integration	Pearson	.261	.187	1
	Correlation			
	Sig. (2-tailed)	.021	.092	
	N	78	82	83

To determine the first objective on the effect of community participation on project performance, Pearson correlation analysis was used. The community participation technique was positively correlated and significantly correlated to project performance in Partners for Care ( $r=0.385$ ,  $P=0.001$ ). The results suggest that community participation had a positive influence on project performance.

The second objective was to establish the effect of technology integration on project performance. The outcome depicts a positive significant correlation between technology integration practice and project performance in Partners for Care ( $r=0.261$ ,  $p=0.021$ ). This infers technology integration practice has a positive influence on project performance.

### Discussion of Findings

The findings indicate a positive significant relationship between community participation and project performance. This is confirmed by (Bhoke & Mwita, 2018) who conclude a positive relationship between community participation and performance of Community-Based Organizations (CBOs) in Migori County Kenya. The study stated that the projects involving the concerned community in their activities lead to systems performing well. World Vision (2002) argues that one of the principles in its projects is that community participation must play a major role in spotting development activities. However, according to (Sang & Mkutano, 2018) community participation is not the only influential factor in performance. The performance of

Non-Governmental Organization Projects in Nairobi City County is also affected by project planning and monitoring and evaluation.

The findings noted that technology integration had a positive impact on organizational performance. Research by Muhonja (2011) reported similar findings although the scope was construction companies in Kenya. Their research examined the issue of whether investment in Information and Communication Technology (ICT) influenced organizational performance. The study found that projects operate in full capacity because of the support of project management information systems. It was agreed that technology integration is relevant to projects and very effective in organizational performance. Similarly, according to Kimmons et al. (2015) technology integration is a factor affecting performance but not necessarily the most influential contributor to overall performance. The study emphasized the need for individual competence to further technological integration in ensuring class outcomes and overall performance is achieved.

## CONCLUSION

The study concluded that the engagement of stakeholders affects project performance positively. It is vital to ensure stakeholders are involved in project planning and implementation. The study suggests that stakeholders' ideas and contributions are incorporated in planning and benefits from the programme are enjoyed by community members; this helps to promote their cooperation and eliminate conflicts leading to improved project performance. However, the community needs to be sensitized on the fact that their engagement in the projects promotes their satisfaction and ownership and improves programme performance. Regular training on this should be done to facilitate community sensitization efforts.

The study concludes that technology integration affects the performance of Partners for Care Education programme. Technology integration, therefore, affects project outcomes hence it is important that a proper technology integration structure is in place within an organization before embarking on the project. A well-organized integration of technology can revolutionize the outcome of projects by allowing projects to operate in their full capacity. Information technology plays an important role in client satisfaction, operating with speed to meet deadlines, and meeting quality standards. The study concluded that there was improved performance in Partners for Care Education programme due to effective community participation and technology integration adopted in the project. Its performance was based on quality standards, client satisfaction, and meeting deadlines. Correlation analysis ascertained that there is a positive significant relationship between community participation, technology integration, and project performance.

## **RECOMMENDATIONS**

The study suggests that the project management team should assess stakeholders' needs to facilitate ownership thereby improving project performance. The organization should arrange for training to sensitize stakeholders about a proactive two-way process between the organization and the community in terms of communication, proposals, and opinions. The participation of stakeholders at all levels of a project enriches the project with new ideas. This increases the acceptability of the project by the community, which results in improved performance. The findings recommend the use of technology to enhance project performance. A focus on more ways of embracing technology in terms of solving everyday problems and timely completion of tasks will improve quality standards of a project and in return have a positive effect on overall performance.

## **RESEARCH LIMITATIONS**

This study has potential limitations. First, it was found that cultural attributes and other personal issues affected community participation and technology integration in Partners for Care. Some of the beneficiaries of the school programme were not keen in adopting some of these helpful practices as they termed them foreign concepts and intrusive. These beliefs affected their general community participation and technology integration.

Second, the study area was vast covering three Counties, i.e. Kilifi, Nairobi and Marsabit. This resulted in selection bias of some of the respondents due to the large geographical scope and the people who responded to the questionnaire may not truly be a random sample.

Lastly, budget and time proved to be a limitation to conduct the study. This led to the inability to collect data first hand and access to partner schools. More convincing results would have been obtained from other Partners for Care partner schools where the practices were being implemented.

## **AREAS OF FURTHER RESEARCH**

Further research could be done after long term practice of the recommendations to investigate the performance of Partners for Care. A study can be done to find out the effect of community participation and technology integration on other multi-national organizations like Save the children, Plan International and Care International. Similar research can also be done in other industries and sectors of the economy in order to establish whether the relationship between community participation, technology integration and project performance can be generalized. This would provide findings that would be used to formulate policies. A study can be done to

determine the effect of other project management practices like planning, leadership, communication, and human resources on the performance of Partners for Care Kenya.

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