STAKEHOLDER NEEDS IDENTIFICATION AND IMPLEMENTATION OF DIGITAL LITERACY PROGRAM IN MOMBASA COUNTY, KENYA

Saida Wangui Athmani & Dr. Muchelule Yusuf, PhD

The Strategic JOURNAL of Business & Change MANAGEMENT
ISSN: 2312-9492 www.strategicjournals.com
Vol. 10, Iss.4, pp 535 – 545. October 31, 2023. www.strategicjournals.com, ©Strategic Journals

STAKEHOLDER NEEDS IDENTIFICATION AND IMPLEMENTATION OF DIGITAL LITERACY PROGRAM IN MOMBASA COUNTY, KENYA

[1] Athmani, S., W., & [2] Muchelule, Y.

[1] MSc. Student, School of Business and Entrepreneurship, Jomo Kenyatta University of Agriculture & Technology, Kenya
[2] Lecturer, Jomo Kenyatta University of Agriculture & Technology, Kenya

Accepted: October 8, 2023

DOI: http://dx.doi.org/10.61426/sjbcm.v10i4.2770

ABSTRACT

This study assessed the influence of stakeholder needs identification on implementation of digital literacy program in Mombasa County, Kenya. The study was guided by the stakeholder theory. The study used descriptive survey design and targeted 98 public primary schools in Mombasa County. Data was collected from 129 respondents comprising the head teachers, and project managers and project team members across the ministries, state departments and agencies (MDAs) that are involved in the implementation phase of the digital literacy program which are KICD, TSC, KPLC, ICT Authority and the Ministry of Education who were selected using purposive sampling procedure. The study used questionnaires to obtain data which were then analyzed using both descriptive and inferential statistical methods. The study found that stakeholder needs identification was responsible for much of the implementation of digital literacy program in Mombasa County. The relationship was strong and positive implying that Stakeholders' needs identification was creating a strong public perception of the project and was therefore important in implementation of digital literacy program in Mombasa County. The study recommended that there needs to be more availing adequate resources to carry on with the digital literacy program so that the digital learning program requirements can be met at the County level.

Key Words: *Stakeholder needs, Digital Literacy*

CITATION: Athmani, S., W., & Muchelule, Y. (2023). Stakeholder needs identification and implementation of digital literacy program in Mombasa County, Kenya. *The Strategic Journal of Business & Change Management,* 10 (4), 535 – 545. http://dx.doi.org/10.61426/sjbcm.v10i4.2770.

INTRODUCTION

Projects have always required planning, management and control to deliver the desired outcome; from the building of the Pyramids in ancient Egypt to the implementation of new information and communication technology (ICT) systems in the modern world, satisfying key stakeholder requirements has been central to achieving a successful outcome. Today, different types of organisations have embraced the concept of projects as a mechanism for delivering change. But, no matter what the industry or size, all types of projects experience unacceptably high rates of failure, which wastes scarce monetary and human resources and mars the reputation of the project management profession.

Stakeholder engagement is, therefore, a crucial part of project success, particularly in complex projects. Stakeholders can be defined as persons and organizations such as customers, sponsors, and the public that is actively involved in the project or whose interests may be positively or negatively affected by the execution and completion of the project (Mashali & Motawa, 2019). In a project environment, stakeholders include client staff, colleagues, team members, local communities, investors, funders, internal business departments, regulators, the media, and end-users (Giffin & MacNicol, 2014).

Digital divides have received considerable academic and policy attention over the years (Lee, Kim & Hong, 2017). Digital participation and skills can improve people's social and civic lives, with platforms providing spaces to seek help and foster social inclusion (OECD, 2018), while on the other hand exposing them to risks (OECD, 2019). A number of factors shape digital inequalities, such as access to materials, usage and skills. Some scholars stress the importance of policies targeting digital divides to address these issues simultaneously (Van Deursen & Van Dijk, 2015; Van Deursen & Helsper, 2018). Almost all students from OECD countries who participated in PISA 2015 reported having access to the Internet at home; however this average masks important differences between participating countries and economies. While access is near universal for children in countries such as Denmark, Finland, Iceland and Slovenia, access in OECD countries such as Chile, Mexico and Turkey ranges from 54% to just over 80%, which limits some children's access to information and participation in online spaces (OECD, 2017). Addressing digital divides will help foster inclusiveness, and avoid compounding existing inequalities due to the digital transformation (OECD, 2019).

In most developing countries, the possibilities that accrue from information and communication technology and internet connectivity, in particular, remain under-realized due to the challenges of low internet penetration (Mawela, 2015). To alleviate these challenges, governments, in some instances, have resorted to providing public internet access to enable citizens to electronically interact with government agencies. Similarly, the use of digital devices for educational facilitation has been low for years on end, and one of the factors which contribute to the low usage and low sustainability of information technology has been the lack of meaningful stakeholder engagement in formulating and running such projects (Ruhode, 2016).

Digital Literacy Program (DLP) was initiated by the government of Kenya out of the conviction that technology has the power to bring about systemic change in primary and higher education by transforming teaching and learning by integrating technology in the learning environment (Mishra, Gupta & Shree, 2020). The program has a number of stakeholders, among them teachers, students, parents, educationists, political elites, private sector players, and public servants who have been taking part during the whole project cycle. The need for a comprehensive guide on engaging stakeholders during the implementation of the digital literacy program in public schools emerged after the government carried out a feasibility study on the suitability of the program which is a key deliverable under the Kenya Vision 2030 (Ronoh, 2021).

The program has five key projects, each being implemented by different government agencies, including Teacher Capacity County Development by the Teachers Service Commission, Digital Content Development by Kenya Institute of Curriculum Development, Electricity Connection to schools by the Ministry of Energy, Infrastructure Improvement in schools by Ministry of Education, Local Assembly Plants by Ministry of Industrialization, Information and Communication Technology devices delivery to schools by Information and Communication Technology Authority and Ministry of ICT to overseeing overall implementation. This approach was informed by three earlier failed attempts due to an uncoordinated approach in managing all the projects in the program's key components and management of the various stakeholders involved in the complex program (Kyalo, 2021).

Statement of the Problem

The state of digital literacy and life-long learning in the developing world is even more challenging as the digital revolution leaves many people behind (Reddy et al., 2021). In Kenya, the digital literacy program was started by the Ministry of Education in 2013 and although it was allocated a budget of KShs.24.5 billion, the government failed to implement the program. An additional allocation of KShs.17.5 billion was made in 2014 and the structure of the program reviewed, necessitating a change in scope and the Ministry of ICT through the ICT Authority, was made the implementing agency since the program involved high-level use of technology (Munyua, 2016). However, the adoption of digital literacy program has been slow in the country as evidenced by the observation that the use of digital devices for educational facilitation has been low for years on end. For example, Mombasa County which has 98 public primary schools. Out of these, 96.55% have been fitted with DLP, however, this is below the national average of 99.63%. Further, despite Mombasa County being the premier county in Kenya, it ranks among the bottom four counties with poor digital learning program resource implementation (Ministry of ICT, 2020).

According to the Ministry of Education (2018) this programme is currently facing a number of challenges. For instance, the use of tablets has been hampered by unreliable electricity supply, unreliable and/or lack of internet connection, lack of ICT skills among teachers, unwillingness of teachers to integrate ICT in teaching and learning, and sustainability of the programme. Going forward, there is need to deal with these challenges and scale up the DLP to include upper classes. A number of adoption factors have been cited as leading to the slow adoption ranging from infrastructure, funding to individual competence (Morara, Makworo and Abuya (2020). Theoretical perspectives have also offered insight into the problem such as perceived ease of use, functionality, transformational leadership (Ronoh, 2021). However, stakeholder engagement has not been linked to the performance of the digital literacy programs in the country.

In other contexts, stakeholder engagement is one of the factors that has been attributed to the success rate of projects (Pollack, 2017; McDougall & Pereira, 2017). According to Ruhode, 2016), one of the factors which contribute to the low usage and low sustainability of information technology has been the lack of meaningful stakeholder engagement in formulating and running such projects. However, while the principle of stakeholders' engagement remains the same across all contexts globally, stakeholders' characteristics vary across the contexts and a typical solution in one particular context is not necessarily inferable to other context. This, therefore, underscore the need for a contextual study of the influence of stakeholder engagement on implementation of digital literacy program in Mombasa County, Kenya. This study will therefore seek to examine how effective communication, stakeholder commitment, relationship building, and strategic thinking will influence the effective implementation of the digital literacy program in Mombasa County, Kenya.

Objectives of the Study

The objective of the study was to measure the level of stakeholder needs identification and its influence on implementation of digital literacy program in Mombasa County, Kenya. The study tested the following null hypotheses:

- **H_0:** Stakeholder needs identification has no significant influence on implementation of digital literacy program in Mombasa County, Kenya.

LITERATURE REVIEW

Theoretical Review

Stakeholder Theory

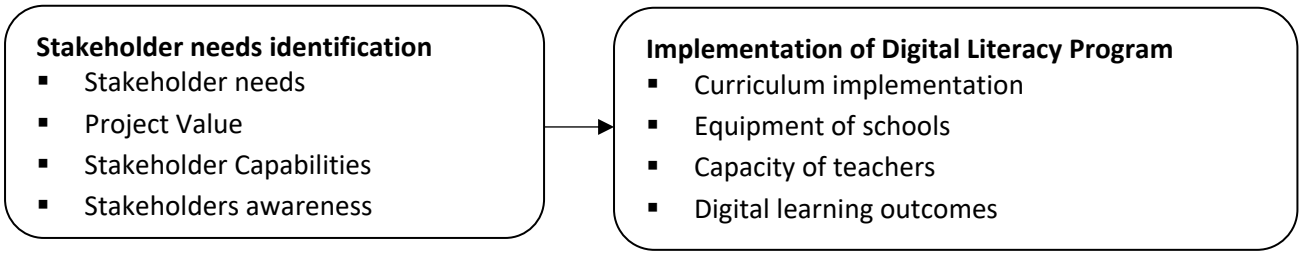
Stakeholder theory was introduced by Freeman (1984) to promote a practical, efficient, effective, and ethical way to manage organizations in extremely complex and turbulent environments (Harrison, Freeman & Abreu, 2015). Stakeholders who are treated well often reciprocate with positive attitudes and behaviors towards the organization, and they may share valuable information; customers may buy more products or services, shareholders may buy more stock, and employees endeavor to work hard and remain loyal to the organization even during difficult times (Hayibor, 2017).

The theory harnesses the energy of stakeholders towards the fulfillment of the organization's goals and is also useful in complex and turbulent environments since firms that manage stakeholders well have better information upon which to base their decisions hence becoming attractive to other market participants and have a degree of strategic flexibility that is not available to competitors (Flammer, 2015). Most of the management decisions include ethical components, which entail ethical arguments that are mostly in defense of managing for stakeholders and are as crucial to the theory as they are to the practical considerations. Stakeholder theory also offers a chance to reinterpret a variety of concepts, models and phenomena across many different sectors and is a multi-faceted theory that offers the opportunity to reinterpret situations from a variety of new perspectives, including perspectives that involve multiple stakeholders; it is founded on ethics and morality thereby offering a wide range of possibilities as well (Azungah, 2018).

All variables in this study resonate well with stakeholder theory as it is useful in defending the basic premise that organizations should do well from a societal perspective by supporting stakeholders within their ecosystems.

Conceptual Framework

The conceptual framework illustrates the causal relationships between the independent variables and the dependent variable. This is illustrated in the Figure 1;



Independent Variables **Dependent Variables**

Figure 1: Conceptual Framework

Review of Variable

Stakeholder's needs identification is necessary from the project management perspective so as to know what the stakeholder actually needs. This is due to the understanding that different stakeholders have different values and view the project in different ways. The purpose of engagement study is to identify and understand the diverse needs and expectations. The importance of engagement and alignment of the stakeholders' goal and vision to the project goal has

been reflected in several literatures (Cook –Davies, 2000, Christensen and Walker 2003). However, the problem arises when the ways to identify project stakeholders and the entire communication strategy is based on that initial finding is applied. The projects in such cases fail because in the course of the project execution the stakeholder's need of the project and the project's needs from the stakeholder changes as well as there are changes in power or position of the stakeholders. The project manager's challenge is to identify this change in the need or the position of the stakeholder and adjusting its strategy to manage the relationship.

Stakeholder needs and requirements represent the views of those at the business or enterprise operations level that is, of users, acquirers, customers and other stakeholders as they relate to the problem (or opportunity), as a set of requirements for a solution that can provide the services needed by the stakeholders in a defined environment. Using enterprise-level life cycle concepts as guidance, stakeholders are led through a structured process to elicit stakeholder needs (in the form of a refined set of system-level life-cycle concepts). Stakeholder needs are transformed into a defined set of Stakeholder Requirements, which may be documented in the form of a model, a document containing textual requirement statements or both. Stakeholder requirements play major roles in programs and projects, as they: form the basis of program requirements activities, form the basis of system validation and stakeholder acceptance, and act as a reference for integration and verification activities. However, stakeholder expectations are constantly growing and data now plays a critical role in understanding their interconnected web of needs.

The purpose of the Stakeholder Needs and Requirements definition activities are to elicit a set of clear and concise needs related to a new or changed mission for an enterprise, and to transform these stakeholder needs into verifiable stakeholder requirements. Stakeholders may well begin with desires, and expectations that may contain vague, ambiguous statements that are difficult to use for SE activities. Care must be taken to ensure that those desires and expectations are coalesced into a set of clear and concise need statements that are useful as a start point for system definition. These need statements will then need to be further clarified and translated into more engineering-oriented language in a set of stakeholder requirements to enable proper architecture definition and requirement activities.

Empirical Review

In the study of conceptualizing the stakeholder engagement, researchers (Mathur, Price and Austin, 2008) have viewed this engagement aspect from three different perspectives – the management perspective where manager should know the important stakeholder needs in order to build up a strategy to satisfy these needs The second perspective, which has an ethical base, holds that stakeholders are citizens having a right to determine (or at least influence) the services and valuing the process of participation for democratic reasons. For instance, the projects in the public utility domain like health services project or road/bridges project. The third perspective views stakeholder engagement as dialogue, a social process that emphasizes on the less tangible but beneficial elements like reflection, understanding and learning. Stakeholder engagement has a significant role to play in the project success provided it is designed in a way so as to deliver the benefits of all the three perspectives. Hence, a better understanding of these three perspectives is necessary in the context of projects.

Conning and Kevane's (2012) recent review of CMP found out that while local stakeholders groups are likely to have better information on who the poor are, only communities that have relatively egalitarian preferences, relatively open and transparent systems of decision making, or which face clear rules for determining who the poor are, will tend to be more effective than outside agencies in targeting programs to the poor, within a given community. In contrast, heterogeneous communities where people have multiple and conflicting identities may pose a particular challenge

because of competing incentives. They also note that communities vary in their ability to mobilize information and monitor disbursements. This could also affect the cost efficiency of CMP and create further opportunities for elite capture and corruption.

Chifamba (2013) in Zimbabwe also revealed that stakeholder participation in the planning and decision making processes in Buhera could be described as representational participation through the district committees and community leaders. The study noted that much of what is considered participatory in development projects and agencies is a process whereby large numbers of people are represented by a relatively small group of participants, who sometimes misrepresent the interests of poor and vulnerable groups. Participants revealed that, electoral representation offers a particularly limited form of participation, as representational systems and procedures often exclude the vulnerable groups and therefore lacks the substance of a broader set of participatory engagements. While Hart (2017) supports this view, he also cautions that, although local stakeholder's representation may be set up, the real power often remains in the hands of the outsiders such as government and donor agencies staff.

Another similar study by Mbui and Wanjohi (2018) on the influence of local stakeholders participation on project performance of Ruiri water projects, Meru County established that community participation in financial planning had a moderate positive influence on project performance; community participation in project governance had a moderate positive influence on project performance; community participation in project operations and management had a weak positive influence on project performance, and community participation in monitoring and evaluation had a moderate positive influence on project performance. The study, however, found that Ruiri-Thau Water Project local stakeholders were not participating actively in scrutinizing and approving financial transactions. In addition, the community and project donors were contributing materials, labour, finances and security to the project towards enhancement of project performance. The study also concluded that local stakeholders were indifferent to the project by not visiting project sites, failing to attend meetings to discuss overall performance of the project and not requesting to scrutinize performance and progress reports.

In Taita Taveta County, an environmental and social impact assessment report by Ngato (2019) revealed that the stakeholders played a very important role in the identification of the site of Mkuru Dam is found in Kishushe Sub Location in Taita Sub County through risk identification and needs assessment. The idea to construct the dam was mooted by the local stakeholders with a view to providing water and in the area. The dam sources water from a catchment area of approximately 250 Km^2 stretching from as far as Mgange and Mwanda sub-locations. The dam has a potential of collecting massive water which can be used both for livestock, domestic and small-scale irrigation purposes. On two previous occasions, the dam was constructed and retained water for a short while before it collapsed due to inadequate dam design-piping in the foundation. Local stakeholders reported that in the past, one herds boy aged 18 years drowned in the dam thus prompts the need to fence the dam once is fully constructed. Uniquely important is the fact that the dam is located away from the Kishushe community settlement area. It is located within Kishushe co-operative ranching land and most of the local stakeholders living in the area are members of Kishushe Co-operative Ranching Limited and therefore resistance to construct the dam is not anticipated.

METHODOLOGY

This study used descriptive survey design which is considered to be appropriate in explaining the independent variables and the dependent variable. The study focus was Mombasa County which had 98 public primary schools. DLP was implemented at the school level, therefore, the study gathered data from the primary schools, County Ministry of Education and Ministries, State Departments and Agencies

(MDAs) that are involved in the implementation phase of the digital literacy program which are KICD, TSC, KPLC, ICT Authority and the Ministry of Education. The unit of analysis was therefore, the 98 public primary schools and the unit of observation were the head teachers, and DLP project managers and project team members across the MDAs that are involved in the implementation phase of the digital literacy program. This brought the entire unit of observation to 163 respondents.

In order to obtain the required sample size of 129, the study employed the formula proposed by Nassiuma (2009) to calculate the required sample size from the target population of 163. The sample size was then proportionally allocated across the implementing organizations size using the Neyman allocation formula.

The study used questionnaires to obtain data for analysis to support or refute hypotheses and to confirm the evidence obtained from qualitative and quantitative data analysis. The study adopted content validity approach to determine whether the test items represented the content that the test was designed to measure (Mugenda & Mugenda, 2011). Statistical Package for Social Sciences (SPSS) version 26 were used to facilitate data analysis through descriptive statistics such as frequencies, percentages, means and standard deviations.

RESULTS

Descriptive Analysis Results

This section presents the results of the descriptive statistical analyses of the data and their interpretations. The descriptive statistics helped to develop the basic features of the study and form the basis of virtually every quantitative analysis of the data. The results were presented in terms of the study objectives.

Stakeholders' needs identification and implementation of digital literacy program

The first objective was to assess how stakeholders' needs identification influence implementation of digital literacy program. The respondent's views were then determined based on the argument that a mean score of 3 in Likert scale represents neutral view, mean score of less than 3 represents disagreement and greater than 3 represents a agreement. The range of interpreting the Likert scale mean score was given as follows: 1.0-2.6 (disagree), 2.7-3.4 (Neutral position), and 3.5-5.0 (agree). The findings are presented in Table 1.

Table 1: Stakeholders' needs identification and implementation of digital literacy program

Statements	SA %	A %	N %	D %	SD %	Mean	Std. Dev
The digital literacy program aligns with the our institutions vision and mission	11(11)	62(58)	13(13)	13(13)	5(5)	3.57	1.009
Our institution has adequate resources to carry on with our part in the digital literacy program	11(11)	21(20)	6(6)	57(54)	9(9)	2.69	0.576
We believe the digital literacy program will create value in education in the County	21(20)	40(38)	34(33)	6(6)	3(3)	3.66	0.946
We think the digital literacy program is a timely initiative for education in the County	46(43)	24(23)	14(14)	11(11)	9(9)	3.84	0.774
The digital literacy program implementation environment is good in the County	17(17)	65(62)	8(8)	11(11)	2(2)	3.81	0.835
The digital learning program requirements can be met at the County level	5(5)	45(43)	45(43)	8(8)	1(1)	3.43	0.764
We have the right personnel for the digital learning program implementation	17(17)	60(57)	21(20)	4(4)	2(2)	3.83	0.838
Aggregate Score						3.547	0.820

Table 1 showed that most respondents agreed that the digital literacy program aligns with their institutions' vision and mission. There were indications that most institutions did not have adequate resources to carry on with their part in the digital literacy program as indicated by most respondents who disagreed (mean = 2.69). However, most respondents believed the digital literacy program will create value in education in the County (mean =3.66). The results also indicate that most respondents of the view that the digital literacy program is a timely initiative for education in the County (mean =3.84). Most respondents also felt that the digital literacy program implementation environment was good in the County (mean = 3.81). However, the respondents had uncertainty on whether the digital learning program requirements could be met at the County level (mean = 3.43). Nevertheless, most respondents were of the view that they (DL program managers) had the right personnel for the digital learning program implementation (mean = 3.83). From the aggregate mean (mean = 3.547), there were indications that that the respondents agreed with statements describing stakeholders' needs identification and implementation of digital literacy program. This implied that they agreed with the need for identification of stakeholders' needs for successful implementation of digital literacy program.

Implementation of digital literacy program in Mombasa County, Kenya

The study also sought to establish the status of implementation of digital literacy program in *in* Mombasa County, Kenya. The respondent's views were then determined based on the argument that a mean score of 3 in Likert scale represents neutral view, mean score of less than 3 represents disagreement and greater than 3 represents a agreement. The range of interpreting the Likert scale mean score was given as follows: 1.0-2.6 (disagree), 2.7-3.4 (Neutral position), and 3.5-5.0 (agree). The findings are presented in Table 2.

Table 2: Implementation of digital literacy program in Mombasa County, Kenya

Statements	SA %	A %	N %	D %	SD %	Mean	Std. Dev
The procurement for the project was done without dispute from the stakeholders	24(23)	45(43)	15(14)	11(11)	9(9)	3.62	0.774
The digital learning project was completed in time	3(3)	21(20)	11(11)	52(50)	16(16)	3.55	0.625
The teachers are able to complete the curriculum in time in schools were digital learning program is implemented	19(23)	30(36)	9(11)	17(20)	8(10)	3.43	0.96
The equipment of schools with digital learning equipment has been implemented as intended	8(7)	21(20)	16(15)	34(33)	25(24)	2.55	0.74
The schools have enough digital learning resources for each learner	11(11)	27(26)	9(9)	40(38)	17(16)	2.76	0.657
All teachers are well trained on the digital learning program	12(12)	42(40)	9(9)	31(30)	10(10)	3.14	0.456
All teachers can confidently use digital learning resources for teaching and learning	17(17)	65(62)	8(8)	11(11)	2(2)	3.81	0.835
Learners digital proficiency has improved	20(20)	37(37)	8(8)	25(25)	11(12)	3.3	1.024
Learners can confidently use digital resources for learning	11(11)	47(45)	6(6)	21(20)	19(18)	3.10	0.576
All our projects are completed within the budgeted costs	21(20)	40(38)	34(33)	6(6)	3(3)	3.66	0.946
Aggregate Score						3.292	0.759

The results in Table 2 showed that there were indications that the procurement for the digital learning project was done without dispute from the stakeholders as indicated by most respondents who agreed (mean = 3.62). There were also indications that the digital learning project was completed in time as indicated by most respondents who agreed (mean = 3.55). However, the findings showed that there was uncertainty on whether teachers were able to complete the curriculum in time in schools were digital learning program is implemented as indicated by the respondents who showed uncertainty (mean = 3.43). The respondents also disagreed that their schools were well equipped with digital learning equipment has been implemented as intended (mean = 2.55). The respondents also indicated that the schools did not have enough digital learning resources for each learner (mean = 2.76). The findings also indicate that there was uncertainty on whether all teachers are well trained on the digital learning program (mean = 3.14). However, most respondents agreed that all teachers can confidently use digital learning resources for teaching and learning (mean = 3.81). The respondents were also uncertain on whether learners' digital proficiency has improved (mean = 3.3). Respondents were also uncertain on whether learners can confidently use digital resources for learning (mean = 3.1). However, there were indications that all our projects are completed within the budgeted costs as indicated by most respondents who agreed (mean = 3.66). The findings overall indicate that the most respondents were uncertain regarding the implementation of digital literacy program in Mombasa County, Kenya as indicated by the overall mean (mean = 3.292).

Inferential Statistics Results

Correlation Analysis

Correlation analysis was done so as to establish the significance and level of association between the independent variable and dependent variable. The correlation results indicated significant positive relationship exists between Stakeholders' needs identification and implementation of digital literacy program. Moreover, the relationship was strong and positive implying that Stakeholders' needs identification was creating a strong public perception of the project and was therefore impoortant in implementation of digital literacy program in Mombasa County .

Hypothesis Testing

H_0: Stakeholder needs identification has no significant influence on implementation of digital literacy program in Mombasa County, Kenya

The study established that there was a significant positive relationship existing between Stakeholders' needs identification and implementation of digital literacy program ($\beta = 0.407$, $p < 0.05$), therefore, the null hypothesis was rejected. Moreover, the relationship was strong and positive implying that Stakeholders' needs identification was creating a strong public perception of the project and was therefore impoortant in implementation of digital literacy program in Mombasa County .

CONCLUSIONS AND RECOMMENDATIONS

The objective was to assess how stakeholders' needs identification influence implementation of digital literacy program. The findings revealed that most respondents agreed that the digital literacy program aligns with their institutions' vision and mission. There were indications that most institutions did not have adequate resources to carry on with their part in the digital literacy program. However, most respondents believed the digital literacy program will create value in education in the County. The results also indicate that most respondents of the view that the digital literacy program is a timely initiative for education in the County. Most respondents also felt that the digital literacy program implementation environment was good in the County. However, the respondents had uncertainty on whether the digital learning program requirements could be met at the County level. Nevertheless, most respondents were of the view that they (DL program managers) had the right personnel for the digital learning program

implementation. From the aggregate mean, there were indications that that the respondents agreed with statements describing stakeholders' needs identification and implementation of digital literacy program. This implied that they agreed with the need for identification of stakeholders' needs for successful implementation of digital literacy program.

The study concluded that there was a significant positive relationship existing between Stakeholders' needs identification and implementation of digital literacy program. Moreover, the relationship was strong and positive implying that Stakeholders' needs identification was creating a strong public perception of the project and was therefore impoortant in implementation of digital literacy program in Mombasa County .

Drawing from the foregoing findings, the study makes the following reconmmendations.

- The study recommended that there needs to be more availing adequate resources to carry on with the digital literacy program so that the digital learning program requirements can be met at the County level.

Recommendations for Further Research

The study reccomended that further research should be done on strategies of stakeholder buy in on implementation of the DLP programs in Mombasa County and the country at large.

REFERENCES

Azungah, T. (2018). Qualitative research: deductive and inductive approaches to data analysis. *Qualitative Research Journal, 2*(3), 46 - 55.

Dwivedi, R., & Dwivedi, P. (2021). Role of Stakeholders in Project Success: Theoretical Background and Approach. *International Journal of Finance, Insurance and Risk Management XI (1)*, 38-49.

Flammer, C. (2015). Does corporate social responsibility lead to superior financial performance? A regression discontinuity approach. *Management Science*, *61*(11), 2549-2568.

Giffin, G., & MacNicol, D. (2014). The human factor. *Construction Journal*, *20*(1), 22-29.

Harrison, J. S., Freeman, R. E., & Abreu, M. C. S. D. (2015). Stakeholder theory as an ethical approach to effective management: Applying the theory to multiple contexts. *Revista brasileira de gestão de negócios*, *17*, 858-869.

Hayibor, S. (2017). Is fair treatment enough? Augmenting the fairness-based perspective on stakeholder behaviour. *Journal of Business Ethics*, *140*(1), 43- 64.

Kumar, D. N., Siddiqui, M. T., & Suhail, M. (2020). Theory of Constraints: A Review on its Evolution and Adoption. *The International Journal of Analytical and Experimental Modal Analysis*, *12*(9), 954-969.

Kyalo, E. M. (2021). *Implementation of Digital Literacy Program in Public Primary Schools: a Case Study of Makueni County, Kenya* (Doctoral dissertation, University of Nairobi).

Lee, C., Kim, H., & Hong, A. (2017). Ex-post evaluation of illegalizing juvenile online game after midnight: A case of shutdown policy in South Korea, *Telematics and Informatics*, 34/8, 1597-1606, http://dx.doi.org/10.1016/j.tele.2017.07.006.

Mashali, A. E., & Motawa, I. A. (2019). Stakeholder engagement: State of The Art. *International Journal of Scientific & Engineering Research*, *10*(1), 1179–1187.

Mawela, T. (2015). *Towards a transformational government framework for sub-Saharan Africa* (Doctoral dissertation, University of Pretoria).

McDougall, J., Readman, M., & Wilkinson, P. (2018). The uses of (digital) literacy. *Learning, Media and Technology*, *43*(3), 263-279.

Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, *1*, 100012.

Morara, G. N., Makworo, E. O., & Abuya, T. K. (2020). Ranking challenges facing digital literacy programme in primary schools in Kisii County, Kenya. *International Journal of Research in Business and Social Science (2147-4478)*, *9*(5), 302-306.

Munyua, A. W. (2016). Exploring the multi-stakeholder experience in Kenya. *Journal of Cyber Policy*, *1*(2), 206-221.

Mwando, S. W. (2021). *Influence of Stakeholder Communication on The Performance of Private Construction Projects in Nairobi County* (Doctoral dissertation, Daystar University, School of Business and Economics).

Nangoli, S., Ahimbisibwe, A., Namagembe, S., & Bashir, H. (2013). Social networks: A strategy for enhancing project-stakeholder commitment. *Journal of Strategy and Management*, 6 (4), 399-410.

https://doi.org/10.1108/JSMA-02-2013-0012

Pandey, P., & Pandey, M. (2015). *Research methodology: Tools and techniques*. Routledge.

Pollack, J. (2017). Change management as an organizational and project capability. *Cambridge handbook of organizational project management*, 236-249.

Reddy, P., Sharma, B., & Chaudhary, K. (2021). Digital literacy: a review in the South Pacific. *Journal of Computing in Higher Education*, 1-26.

Ronoh, P. K. (2021). *Transformational Leadership and Implementation of Digital Literacy Programme in Kenya* (Doctoral dissertation, JKUAT-COHRED).

Ruhode, E. (2016). E-government for development: a thematic analysis of Zimbabwe's information and communication technology policy documents. *The Electronic Journal of Information Systems in Developing Countries*, *73*(1), 1-15.

Van Deursen, A. and E. Helsper (2018), "Collateral benefits of Internet use: Explaining the diverse outcomes of engaging with the Internet", *New Media & Society*, Vol. 20/7, pp. 2333-2351, http://dx.doi.org/10.1177/1461444817715282.

Van Deursen, A. and J. Van Dijk (2015), "Toward a multifaceted model of Internet access for understanding digital divides: An empirical investigation", *The Information Society*, Vol. 31/5, pp. 379-391, http://dx.doi.org/10.1080/01972243.2015.1069770.