



STAKEHOLDER PARTICIPATION AND PERFORMANCE OF CONSTRUCTION PROJECTS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN NAIROBI CITY COUNTY, KENYA

Patrick Mengea Wambua & Dr. Joshua Tumuti, PhD

STAKEHOLDER PARTICIPATION AND PERFORMANCE OF CONSTRUCTION PROJECTS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN NAIROBI CITY COUNTY, KENYA

¹ Patrick Mengea Wambua & ² Dr. Joshua Tumuti, PhD

¹ MBA Candidate, School of Business, Economics and Tourism, Kenyatta University, Kenya

² Lecturer, Department of Management of Science, School of Business Economics and Tourism, Kenyatta University, Kenya

Accepted: July 20, 2024

DOI: <http://dx.doi.org/10.61426/sjbcm.v11i3.3024>

ABSTRACT

This study focused on testing the level of stakeholder participation and its impact on construction projects in Nairobi City County, Kenya's public junior secondary schools. In the investigation, the study adopted the descriptive survey research method. The study targeted 188 classroom projects in Nairobi city county, Kenya, 72 administration blocks, 100 water projects, and 72 dining halls. The sample involved 209 projects implemented in the 35 selected local secondary schools. A rate for responses of 77.9% was obtained from 163 people who returned the filled questionnaires. In order to gather primary data, 'semi structured questionnaires including replies on a Likert scale of five' was used. In addition, mean, mode, and median averages were calculated to enable presentation of prominent outcomes. According to the study undertaken, there is a vigorous positive relationship between the extent of stakeholder involvement and the accomplishment of the project, which means that the more involved the stakeholders, the higher the performance of the project. The study recommended establishment of policies to support ongoing training and professional development opportunities for Monitoring and Evaluation staff involved in construction projects.

Key Words: Stakeholder Involvement, Project Recognition, Project Planning, Project Implementation

CITATION: Wambua, P. M., & Tumuti, J. (2024). Stakeholder participation and performance of construction projects in public junior secondary schools in Nairobi City County, Kenya. *The Strategic Journal of Business & Change Management*, 11 (3), 261 – 272. <http://dx.doi.org/10.61426/sjbcm.v11i3.3024>

INTRODUCTION

So as to achieve predetermined goals within predetermined time, resource, and quality constraints, people engage in exclusive projects that have beginnings and endings (Pace, 2019). Multiple researches have been done across the globe that examine the rate of success of projects in construction industries. These studies demonstrate that significant issues exist across a wide range of industries, as noted by Dunn et al. (2021).

Numerous difficulties experienced by school principals in project management are shown by studies conducted on school projects in developed nations including the USA, UK, and Australia (Ahmed et al., 2021). They encounter project-specific issues with implementation, financial resources, community relations, and project administration. The education sectors in European nations provide a number of benefits for implementing projects that will help schools and students. The majority, if not all, school projects go through a life cycle that changes depending on the project's size and complexity (Dunn et al., 2021).

A report from Boston, Massachusetts in the United States, authored by the chairman of Standish Group (Doygunel & Koprulu, 2022), reveals a significant issue in the satisfaction of owners with construction projects. The report indicates that 44% of projects faced challenges as they were over budgeted, delivered late, and had less features and functionalities than expected. Additionally, 24% of projects were canceled before completion due to failures. Due to their timely, cost-effective, and high-quality delivery, just 32% of projects were considered successful. Local school divisions and school boards are entrusted with creating architectural and educational programme standards as well as figuring out how many different kinds of classrooms are needed for school construction projects in Virginia, USA (Minuci, Neto & Hall, 2019).

Many of the educational projects in Malawi that are funded by the ESSP have experienced delivery and project management issues in addition to delays. As

per Winiko, Mbugua, and Kyalo (2018), the measures implemented to prevent subpar project performance do not seem to be achieving the expected results. Additionally, Kachingwe, Chikowe, Haar, and Dzabala (2021) have emphasized that inadequate project management and execution are widespread on a global scale. This is evident in the prevalence of unfinished government buildings due to insufficient funding, new schools lacking desks and teachers, hospitals and health centers facing shortages of drugs, and numerous similar examples.

Particularly in secondary schools, a lot of projects fall apart due to poor administration and a lack of collaboration among many stakeholders (Kamau, Rambo, & Mbugua, 2021). Construction of laboratories, the Kenya School Equipment Scheme, classrooms, ICT, dining halls, water supply, and other projects related to education in Kenya have either been carried out with difficulty or, worse yet, never advanced past the paperwork stage (Baariu, Cheronu & Moguche, 2021). The fact that these projects often remain incomplete, either just before or shortly after implementation, is a clear indicator of the inefficiency and wastefulness of such projects. It's worth noting that this issue, although widely talked about, has not been thoroughly documented. Consequently, the successful completion of projects will primarily hinge on effective management and organization, as well as a strong alignment between the project's facility requirements and the available local resources (Odhiambo & Rambo, 2018).

When deciding if a project is successful or not, some aspects are considered, including: the completion in the designated timetable and finances, execution of the plan, and level of quality standards, and client satisfaction. If any of these are not met, the project may be deemed unsuccessful or only partially successful (Theophanus, 2020). In terms of project management, indications of an organization's project performance include the value and scale of the projects it undertakes, as well as whether or not they are started, completed, finished on time, and under budget (Theophanus,

2020). Different weights are given to different success criteria by clients and contractors, with contractors giving greater weight to cost and time reduction than their clients do and clients giving greater weight to stakeholder satisfaction (Johanes, Arviansyah, 2021).

M&E is progressively acknowledged as an essential component for portfolio and project management combined, serving the purpose of ensuring accountability in the utilization of development resources (Kurgat and Guyo, 2019). It can also enhance project planning and execution and foster collaboration among project stakeholders. Several countries have implemented M&E strategies to varying degrees. For example, a study conducted in six high schools offering international curriculum in Rwanda in 2012 identified various factors that influenced the implementation of the M&E process, including employees' expertise and perceptions, financial resources, project locations, technological level, policies, and legal procedures related to M&E (Pilcher, 2012).

In their examination into project performance, Mleke and Dida (2020) paid particular attention to M&E practices, fund management, activity planning, and quality performance. Their findings highlighted how important relationship management is to the accomplishment of ongoing tasks. Project performance was discovered to be statistically significant and positively connected with elements including training, monitoring, project design coordination and institutional contexts in a regression analysis conducted by Yu, Yoo, Kim, and Kim (2019). They emphasized the importance of design and monitoring as the key elements for successful project management, in line with both theory and practice.

Statement of the Problem

Building and renovation of the public junior secondary schools in Nairobi City County, Kenya hold a pivotal role in ensuring the region's youth have access to quality education and infrastructure. Despite the significant investments made in these

projects, there's a pressing issue that hampers their success: the monitoring and evaluation of their performance. This challenge is multifaceted and encompasses several aspects hindering the effective execution of projects in public junior schools.

Within Nairobi City County, Kenya, a Ministry of Education report for the year 2022 revealed that 423 education projects across the 17 sub-counties received funding. However, two years later, 70 of these projects failed to meet standard criteria upon completion. For example, community library construction projects were finished but remained non-operational, leaving them unused by the community. Despite the substantial government funding allocated to these projects, many did not achieve their intended objectives, as indicated in the Ministry of Education's 2017 report.

The management of the mentioned challenges is central to enhancing project performance in public junior secondary schools in the County of Nairobi, Kenya. The study was mainly aimed at measuring respondents' engagement, the effectiveness in the planning for monitoring and evaluation, staff training in M&E, and resource allocation on M&E. The audit seeks to identify opportunities to improve upon every one of these specific goals in order to boost the efficiency of projects generally and, in particular, the standards of education and building in the region.

Study Objective

The research assessed the influence of stakeholder involvement on the performance of construction projects at Nairobi City County's public junior secondary schools in Nairobi, Kenya

LITERATURE REVIEW

Theoretical Review

Stakeholders Theory

Richard Edward Freeman is a leading proponent of this theory. The stakeholders' theory, which integrates the market-based view and resource-based view, was established in 1980 and is related

to the variable of stakeholder participation in the study. He believed that people’s contribution in the work of development project adds to the realization of project’s goals, which in turn meets the desires of the community groups. They comprised of the rational level, an understanding of whom stakeholder are in an organisation and lastly their perceived stakes.

The theory assumes that people’s involvement in projects work helps to achieve projects goals that fulfil the desires of the affected community. In brief, the stakeholders’ theory recommends that it is vital that each organisation consider everyone who is affected by organisational policies or decisions. Consequently, project managers in junior secondary school’s infrastructure projects have to be fully responsible according to the theory by harmonising the diverse interest groups or individuals in development project to make sure that projects that are viable are identified, selected, and executed. The projects do better when people at the grassroots level are engaged in project identification & selection, planning as well as the execution to ensure the desires of the local community are fulfilled and consequently general acceptance of the implemented projects. The research’s first goal, to assess how stakeholder participation affects infrastructure projects’ effectiveness in junior secondary schools, is related to the stakeholder theory.

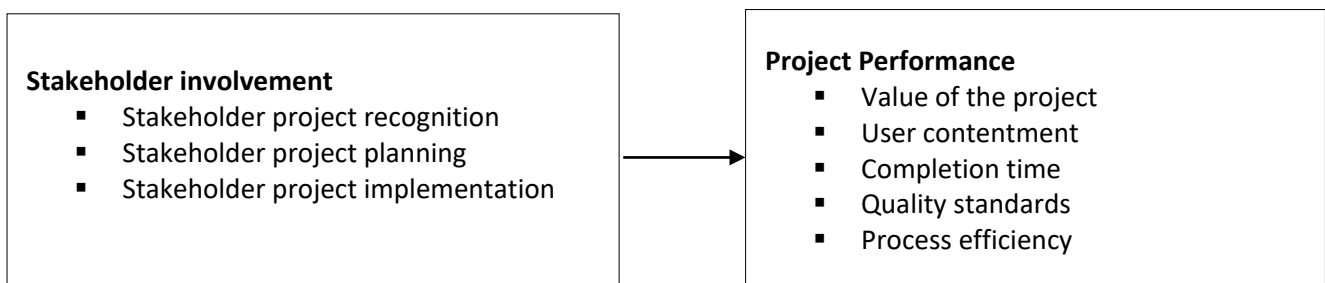
Empirical Literature Review

Mwambe, Mwanaumo and Kalumbu (2021) look at the extent of the influence of Stakeholder Engagement on the Project’s performance in Lusaka District. Measures undertaken to determine stakeholder engagement included engagement in project specification, identification and implementation. The specific method used in the chosen research was descriptive research with the inclusion of a quantitative approach. Both primary and secondary data were collected; self-developed semi structured questionnaires were used and gave a high response rate of 98%. The outcomes revealed a strong and positive relationship between stakeholders’ engagement and time also between the stakeholders’ engagement and need of the venture.

Employing a quantitative research technique and descriptive research method, Kipkemboi and Nyang’au (2019) conducted the study. The primary data consisting of ‘Observations’ and ‘Experiences’ and the secondary data in the form of ‘Organisational Documents and Information Sources’ were collected through a partially structured questionnaire through which 98% of the total responses were received. Outcome of the study strengthens the hypothesis that, there is a positive and significant relationship between stakeholders’ engagement and the project specifications and time frame.

project.

Conceptual Framework



Independent Variable

Dependent Variable

Figure 1: Conceptual Framework

Source: Researcher (2024)

METHODOLOGY

The research utilized a descriptive survey approach. This study targeted specific major constructed projects undertaken in secondary schools in Nairobi City County, Kenya. The sub has 72 secondary schools. There are 188 classrooms projects, 72 administration blocks, 100 water projects and 72 dining halls in Nairobi City County, Kenya by the end of 2022. The study did a census of all the projects. The study sample size was 209 projects

The research data was collected through a semi structured questionnaire that included questions with a Likert scale. The internal consistency of the research instrument was examined using Cronbach's alpha after generating a correlation coefficient.

A pilot study was conducted in five schools in the neighbouring Embakasi west sub-county before collecting actual data. Semi-structured questionnaires were utilized to collect data.

SPSS was used to analyze the collected data. Multiple Regression analysis was conducted using the following formula;

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

Where: Y= Project Performance

β_0 = Constant

β_1 to β_4 =Coefficients

X_1 = Stakeholder involvement

X_2 = M&E Planning

X_3 = Training of M&E staff

X_4 = Budgetary Allocation

ε =Error term.

FINDINGS AND DISCUSSION

Response Rate

209 questionnaires were administered to the respondents out of which 163 were completely filled and returned, giving the researcher a response rate of 77 percent.

Stakeholder Involvement

In pursuit of this objective, participants were provided with propositions concerning the impact of stakeholders' engagement in monitoring and evaluation endeavors on the efficacy of infrastructure projects. Their task entailed assessing their degree of concurrence using a structured scale, wherein ratings ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), with intermediate options including Disagree (2), Neutral (3), and Agree (4). The results were presented in table 1.

Table 1: Stakeholder Involvement

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
Stakeholders have varied levels of influence on the project monitoring and evaluation activities	12.6%	7.3%	15.2%	35.8%	29.1%	0.20	0.106
For a project's monitoring and assessment operations to be positively impacted, it is critical to identify all project stakeholders.	7.5%	3.5%	5.5%	40.6%	42.9%	0.20	0.178
Planning and carrying out a project's M&E might involve a variety of stakeholders, such as the project beneficiary, staff, donors, and community.	12.8%	19.1%	2.2%	28.6%	37.3%	0.20	0.122
Depending on the project M&E suggestions, stakeholders may push for project modifications.	21.1%	10.5%	5.2%	27.8%	35.4%	0.20	0.110
Considering the data gathered on project monitoring and evaluation, stakeholders can offer funding to continue the initiative.	5.6%	11.8%	9.5%	38.7%	34.4%	0.20	0.137
Enough stakeholder assessment is done before the project starts to ensure that all stakeholders are included in the process of monitoring and evaluating the project.	16.5%	16.7%	3.8%	32.3%	30.7%	0.20	0.105
The public is actively involved in project planning and execution.	11.6%	10.7%	4.5%	34.9%	38.3%	0.20	0.138
Public input is gathered and considered during every stage of the project's execution.	22.5%	13.8%	2.6%	29.5%	31.6%	0.20	0.106
All school Projects are generally accepted by the public.	14.4%	6.9%	9.3%	30.6%	38.8%	0.20	0.125
Budget committee include relevant stakeholders	12.4%	5.7%	10.8%	39.5%	31.6%	0.20	0.131
Aggregate Mean (A & S.A) 3.442							

Source: Research Data (2024)

Most respondents, totaling 3.442, either agree or strongly agree that stakeholders possess varying degrees of influence on these activities. This suggests a consensus among a significant portion of participants regarding the pivotal role stakeholders play in shaping the trajectory and effectiveness of M&E endeavors within infrastructure projects. Moreover, a considerable majority, comprising 83.5% of respondents, acknowledge the importance

of identifying all project stakeholders for their positive influence on M&E activities. This underscores the significance of comprehensive stakeholder engagement strategies in optimizing the monitoring and evaluation processes, thus potentially enhancing project outcomes and impact. The findings are related with those carried out by Mwambe, Mwanaumo and Kalumbu (2021) on

stakeholder engagement's effect on project performance in the Lusaka District.

Furthermore, the data indicates a notable alignment, with 65.9% of respondents expressing agreement or strong agreement, regarding the involvement of stakeholders such as project beneficiaries, staff, donors, and the community in the design and implementation of M&E frameworks. This underscores the perceived value of inclusive stakeholder participation in ensuring the relevance, accuracy, and efficacy of monitoring and evaluation efforts. The findings are in line with Demirkesen and Reinhardt (2021) who looked on how stakeholder involvement affected Polish government projects. The findings demonstrated how project performance was greatly impacted by stakeholder involvement

Additionally, a substantial portion of respondents, totaling 63.2%, concur on the potential for stakeholders to advocate for changes to projects based on M&E recommendations. This underscores the dynamic role stakeholders can play in driving project improvements and ensuring alignment with evolving needs and priorities. Furthermore, a significant majority, constituting 73.1% of respondents, recognize the possibility for stakeholders to fund the continuation of projects based on information provided by project monitoring and evaluation. This highlights the strategic importance of effectively communicating M&E findings to stakeholders to garner support for project sustainability and ongoing development efforts. The findings are similar to Mwanza, Namusonge, and Makokha (2020) who aimed to assess how project management techniques influenced the achievement of construction projects in Kakamega County. The findings showed that project stakeholders' practices had a robust and favourable significant impact on the success of building projects in Kenya's Kakamega County. According to the survey, decision-makers in the construction industry should develop clear strategies.

While 63% express agreement or strong agreement regarding the sufficiency of stakeholder assessments to ensure comprehensive involvement in the monitoring and evaluation process, a notable proportion (33.2%) either disagree or strongly disagree, suggesting potential gaps in current assessment methodologies. Regarding public involvement in project planning and implementation, a substantial majority (73.2%) agree or strongly agree that the public is adequately engaged. This indicates a perceived commitment to inclusivity and participatory decision-making processes within project frameworks. However, feedback mechanisms from the public appear to be less robust, with only 61.1% of respondents indicating agreement or strong agreement that public feedback is consistently captured and considered throughout project implementation phases. This underscores a potential area for improvement in ensuring the incorporation of diverse perspectives and community input into project planning and execution. The findings are in agreement with those carried out by in Kilifi County by Omondi and Kinoti (2020) who looked into the impact of stakeholder involvement in road construction projects. The study discovered that stakeholder engagement had a big impact on how well road building projects worked. When evaluating stakeholders' contributions to project outcomes,

Furthermore, while the majority (69.4%) agree or strongly agree that school projects are generally accepted by the public, a significant portion (21.3%) either disagree or strongly disagree. This suggests a need for enhanced efforts to align project objectives with community needs and preferences to foster greater public acceptance and support. In terms of budgetary decision-making, a considerable majority (71.1%) agree or strongly agree that relevant stakeholders are included in budget committees. This reflects a perceived commitment to transparency and stakeholder engagement in financial planning processes. The findings correlated with those carried out by Mulyungi and

Mungatu (2017) who used their involvement in project initiation, planning, implementation, and control as indicators. The study discovered that project outcomes were highly influenced by stakeholders' participation in project activities.

Inferential Statistics

Correlation Analysis

The level of relationship between the independent variables and the dependent variable was analysed by correlating the findings gotten from the study using correlation analysis. Thus, the nature of the

relationship between two variables was gauged from the Pearson correlation coefficient (r) with a range of + 1 and – 1. A coefficient of + or – 1 indicates a high degree of relationship between the independent and dependent variables while the coefficient which moves towards zero establish that the relationship of the two variables is weak. The ‘ + ‘ symbol depicts a positive relationship while the ‘ - ‘ symbol represents negative relationship between variable used in the analysis. Table 2 presents the result of the correlation analysis of the study.

Table 2: Correlation Analysis

		Performance	Stakeholder involvement
Performance	<i>Pearson correlations</i>	1	.852**
	<i>Sig.(2-tailed)</i>		.000
	<i>No</i>	62	62
Stakeholder involvement	<i>Pearson correlations</i>	.852**	1
	<i>Sig.(2-tailed)</i>	.000	
	<i>No</i>	62	62

** . The correlation is, however, statistically significant at the 0. 01 level (2-tailed).

* . Correlation coefficients are significant of the level 0. 05 level (2-tailed).

Source: Research Data (2024)

The Pearson’s r relating to the given hypothesis, the correlation of stakeholder involvement and efficiency of the construction projects is 0. 852 which very nearly equals 1 and has a substantial value of 0. and well being 00 which is less than 0. 05. This means that there is a strong positive relationship, meaning that the difference in the two variables are dependent on each other.

Normality Test

Numerous statistical tests rely on the assumption that the data is gamma symmetrically or regularly distributed. These tests include the t-test, regression, correlation analysis, and analysis of variance. It is assumed that the populations from

which the samples are taken have a normal distribution. To determine if the sample data originated from a population that was consistently distributed, the normalcy test was utilized. The Shapiro-Wilk test was adopted as a result of the cumulative distribution and probability density function of the variable, which follows a skew-normal distribution instead of the typical normal random distribution (González-Estrada & Cosmes, 2019). Consequently, the data are regarded as normal when the p-value is high and greater than 0.05. If $z > 0.05$, it is implied that the residuals are normally distributed; if not, it is not. Table 3 presented the results of Shapiro-Wilk test for testing normality

Table 3: Shapiro-Wilk tests for Normality

<i>Variable</i>	<i>Obs</i>	<i>W</i>	<i>V</i>	<i>Z</i>	<i>Prob>Z</i>
Performance stakeholder involvement	72	0.9347	4.112	3.080	0.0001
<i>budgetary allocation</i>	81	0.7232	19.189	6.478	0.000
	91	0.7425	19.654	3.215	0.000

Source: Research Data (2024)

On the Basis of Shapiro-Wilk test, the null hypothesis was not rejected, this implies that there if a significant difference among the residuals based on a normal distribution. The findings demonstrated that for every variable used in the investigation, the p-value was less than the 0.05 cutoff. As a result, the data met the normal distribution regression assumptions. As to Akims (2016), the central limiting theorem states that a sample size of 30 or more is considered to have a normal distribution. Since this study's observation exceeds 30, it may be inferred that the problem of normality is disregarded due to the sizable sample size. OLS regression can therefore be used to

estimate panel multiple regression, as indicated by the high sample size.

Linearity Test

If, however, the linearity assumption is violated, there is bias and any estimation of the population based on the sample data would be off. In this study, this author conducted a linearity test utilizing SPSS. In the case of deviation, from the test values for linearity, the results has to be greater than the alpha value of 0. 05 to meet the condition that the model must be linear.

Table 4: Linearity Test

<i>Variable</i>	<i>Deviation from Linearity (Sig.)</i>
<i>stakeholder involvement</i>	0.329

Source: Researcher (2024)

The linearity test results are shown in Table 4, were the relationship of stakeholder involvement with performance of construction projects deviation from linearity was, stakeholder involvement 0.329. This result showed that a linear relationship existed between the dependent and independent variables because the deviation from linearity values was above the alpha value of 0.05.

SUMMARY

The findings indicate a widespread consensus among respondents regarding the significant influence of stakeholders on monitoring and evaluation (M&E) activities within infrastructure projects, with agreement on stakeholders' varying degrees of influence. This underscores the pivotal

role stakeholders play in shaping M&E endeavors, highlighting the importance of comprehensive stakeholder engagement strategies to optimize project outcomes. Moreover, respondents acknowledge the importance of identifying all project stakeholders for their positive influence on M&E activities, emphasizing the necessity of inclusive stakeholder participation in enhancing monitoring and evaluation processes. The data further reveals strong support for stakeholder involvement in the design and implementation of M&E frameworks, underscoring the perceived value of inclusive stakeholder participation in ensuring the relevance and efficacy of monitoring and evaluation efforts. Additionally, respondents recognize stakeholders' potential to advocate for

project changes based on M&E recommendations and fund project continuation, highlighting the strategic importance of effectively communicating M&E findings to garner stakeholder support for project sustainability and ongoing development efforts. However, notable proportions of respondents express concerns regarding the sufficiency of stakeholder assessments and the consistency of public feedback mechanisms, suggesting areas for improvement in ensuring comprehensive stakeholder involvement and community engagement throughout project cycles. Efforts to align project objectives with community needs and preferences are also warranted, as evidenced by the need for enhanced public acceptance and support.

The analysis of project performance ratings on a scale of 1-5 reveals varied perceptions among respondents regarding different aspects of project execution within public junior secondary schools in Nairobi City County, Kenya. While a significant proportion expressed satisfaction with the timeliness of project delivery and project delivery within budget, indicating effective management practices in these areas, there were instances of delays and budgetary concerns noted by some respondents. Overall, the majority of respondents were satisfied with the number of project deliverables and the cost of the project, indicating that projects generally met expectations in terms of outcomes and cost management. However, there were also concerns raised about project scope and cost efficiency by a minority of respondents. Additionally, while project delivery within scheduled timeframes received positive ratings

from many respondents, indicating adherence to planned timelines, there were still instances of delays impacting perceptions. Despite these challenges, the general level of satisfaction with project performance was relatively high, although there were areas identified where projects may have fallen short of expectations, particularly regarding the standards of the first phases of the project and stakeholder satisfaction.

CONCLUSION

The study findings reveal a significant correlation between stakeholder involvement and the performance of construction projects in public junior secondary schools in Nairobi City County, Kenya. A strong positive correlation was observed between stakeholder involvement and project performance, indicating that increased stakeholder engagement positively impacts project outcomes.

RECOMMENDATIONS

Establish policies to support ongoing training and professional development opportunities for M&E staff involved in construction projects. This could include incentivizing participation in relevant training programs, promoting knowledge sharing and collaboration among staff members, and investing in capacity-building initiatives to enhance M&E competencies and skills.

Conduct cost-benefit analyses to evaluate the effectiveness and efficiency of staff training and capacity-building initiatives in enhancing M&E competencies and project performance. Assessing the return on investment in training programs can inform resource allocation decisions and guide future capacity-building efforts.

REFERENCES

- Ahmed, H., Edwards, D., Lai, J., Roberts, C., Debrah, C., Owusu-Manu, D. & Thwala, W. (2021). Post Occupancy Evaluation Of school Refurbishment projects: Multiple Case Study in the uk. *Buildings*, 4(11), 169. <https://doi.org/10.3390/buildings11040169>
- Baariu, L., Cherono, V., Moguche, A. (2021). Influence of Strategic Change Management On the performance of County Development projects in Meru County, Kenya. *JBSM*, 2(6), 1-14. <https://doi.org/10.47941/jbsm.584>

- Demirkesen, G. K., & Reinhardt, G. M. (2021). Effect of Stakeholder Involvement on Performance of The Government Projects in Poland. *Journal of Entrepreneurship & Project Management*, 5(1), 129–137. Retrieved from <https://stratfordjournals.org/journals/index.php/journal-of-entrepreneurship-proj/article/view/774>
- Dunn, P., Oyegoke, A., Ajayi, S., Palliyaguru, R., Devkar, G. (2021). Challenges and Benefits Of Led Retrofit projects: A Case Of Salix Financed Secondary school in The uk. *JEDT*. <https://doi.org/10.1108/jedt-08-2021-0424>
- Johanes, F., Arviansyah, A. (2021). Improving project performance: a Review Of Business Cases Utilization.. <https://doi.org/10.4108/eai.14-9-2020.2304479>
- Kachingwe, M., Chikowe, I., Haar, L., Dzabala, N. (2021). Assessing the Impact Of An Intervention project By The Young Women's Christian Association Of malawi On Psychosocial Well-being Of Adolescent Mothers And Their Children in malawi. *Front. Public Health*, (9). <https://doi.org/10.3389/fpubh.2021.585517>
- Kamau, S., Rambo, C., Mbugua, J. (2021). Influences of Community Participation On school Infrastructure Policy Implementation and performance of Construction projects. *JSS*, 03(09), 173-187. <https://doi.org/10.4236/jss.2021.93012>
- Kipkemboi. A and Nyang'au. P (2019) Influence of stakeholders Participation on performance of Road projects in Kenya (a case study of road projects in Nakuru county). *International Journal of Recent Research in Social Sciences and Humanities (IJRSSH)* Vol. 6, Issue 2, pp: (132-139), Month: April - June 2019,
- Kurgat, P., Guyo, W. (2019). The Effect Of monitoring and evaluation On the Performance Of Constituency Development Fund projects in Elgeyo Marakwet, Kenya. *ijird*, 2(8). <https://doi.org/10.24940/ijird/2019/v8/i2/feb19029>
- Makokha.D.T. & Ngug.L (2022) the influence of resource allocation on the implementation of health care projects by Busia County Government, Kenya. *International Journal of Management and Commerce Innovations* Vol. 10, Issue 2, pp: (55-60)
- Minuci, E., Neto, A., Hall, J. (2019). A Data Envelopment Analysis Of West virginia school Districts. *Heliyon*, 7(5), e01990. <https://doi.org/10.1016/j.heliyon.2019.e01990>
- Mleke, M., Dida, M. (2020). A Survey Of monitoring and evaluation Systems For Government projects in Tanzania: a Case Of Health projects. *IJIEEB*, 1(12), 8-18. <https://doi.org/10.5815/ijieeb.2020.01.02>
- Mungatu K J, Mulyungi P., (2017).Influence of stakeholders involvement on project outcomes, a case of water, sanitation, and hygiene project in Rwanda. *European Journal of Business and Social Sciences*, 6 (1), 20-21
- Mwambe.M, Mwanaumo.M and Kalumbu.N (2021) Impact of Stakeholder Engagement on Performance of Construction Projects in Lusaka District. Proceedings of the 2nd African International Conference on Industrial Engineering and Operations Management Harare, Zimbabwe, December 7-10, 2020
- Mwanza.W, Namusonge.S & Makokha.N (2020) The influence of project management practices on performance of construction projects in Kakamega County, Kenya. *International Journal of Social Sciences and Information Technology*. Vol V Issue IX,

- Odhiambo, A., Rambo, C. (2018). Examination of Orphaned Learners' Perspectives On the Influence of Appreciative project Design Orientation On Their educational Achievements: The Case of Orphan Support projects in Homa Bay County, Kenya. *int.jour.sci.res.mana.*, 04(6). <https://doi.org/10.18535/ijstrm/v6i4.el05>
- Omondi, K., Kinoti, K. (2020). Stakeholder participation and performance of road construction
- Pace, M. (2019). a Correlational Study On project Management Methodology and project Success. *EPPM-Journal*. <https://doi.org/10.2478/jeppm-2019-0007>
- Theophanus, M. (2020). A Study On the Influence Of project Leadership On project Management And performance.. <https://doi.org/10.21203/rs.3.rs-88497/v1>
- Winiko, S., Mbugua, J., Kyalo, D. (2018). Utilization Of monitoring and evaluation and Performance Of Digital Education Technology project in Malawi. *ijird*, 11(7). <https://doi.org/10.24940/ijird/2018/v7/i11/nov18002>
- Yu, J., Yoo, S., Kim, J., Kim, T. (2019). Exploring the Factor-performance Relationship Of Integrated project Delivery projects: A Qualitative Comparative Analysis. *Project Management Journal*, 3(50), 335-345. <https://doi.org/10.1177/8756972819832206>