

Assessing The Influence of Stakeholders' Participation on The Effective Implementation of Primary School Infrastructure Projects in Kibra Constituency, Nairobi County, Kenya

Wanzala Eve*, Dr Kamwele Hellen**

* Department, Institute Maseno University

** School of planning and Architecture

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Abstract- Cost overruns, delays, and unacceptability of final projects by beneficiaries are major impediments to effective primary school infrastructure implementation in Kenya. Stakeholder participation could address these challenges (Matu et al., 2020). Involving individuals, groups, or communities with a vested interest or who are affected by the project is key to success. It ensures that projects meet community needs through collaboration and collective problem-solving, encouraging local ownership and sustainability. Stakeholder participation helps ensure projects are completed within timelines, budgets, and quality standards, leading to community acceptance and sustainability. Without it, projects may lack community ownership, resulting in poor maintenance, misaligned outcomes, underutilized facilities, and increased risk of corruption and inefficiency. The Constitution of Kenya (2010), coupled with other legal provisions provide a framework on which stakeholder participation is pegged. Tangible effects are yet to be realized in practice. Stakeholder participation remains elusive as both government and donor funded projects have failed to embrace stakeholder participatory approaches. Government-led decision making still precedes stakeholder involvement and this adversely affects project implementation, leading to delays, cost overruns and in worst case scenario, vandalism of completed projects. (Muriuki, 2021). Additionally, there is limited research on the influence of stakeholder participation on effective implementation of primary school infrastructure projects. The aim of this study is to assess the influence of stakeholders' participation on the effective implementation of primary school infrastructure projects in Kibra Constituency, Kenya. The study was guided by stakeholder theory and which suited following objectives: to determine the influence of resource mobilization on the effective implementation of primary schools infrastructure projects in Kibra Constituency; to determine the influence of management on the effective implementation of primary school infrastructure projects in Kibra Constituency, and ; to determine the influence of decision-making on the effective implementation of primary school infrastructure projects in Kibra Constituency, Nairobi County, Kenya. The study adopted a mixed method research

design. The target population of the study was the cumulative of 231 stakeholders, this included 9 principals, 117 teachers, 9 PTA chairpersons, 9 BOM chairpersons, 1 Ministry of Education official, 1 NG-CDF representative, 18 representatives from faith-based organizations, 8 officials from donor agencies, 5 local community leaders (chiefs), and 54 parents. The sample size was 147 respondents, obtained using Slovin's formula, with proportion allocation across each of the categories. Simple random and purposive sampling were used to choose the sample from each strata. Both primary and secondary data was used. Primary data collection was done by use of questionnaires and key interview guides. Secondary data was collected from budget reports, minutes and other constituency project reports. Both qualitative and quantitative data was collected. Reliability of the research instrument were tested using Cronbach alpha coefficient while validity was cross-checked using content validity method. Data analysis employed descriptive statistics using measures of central tendencies, combined with inferential statistics using correlation. Data presentation was done using graphs, charts, frequency tables and in continuous prose as a research report. The study results showed that stakeholder resource mobilization positively influenced effective implementation of infrastructure projects in Kibra. The results however showed that both stakeholder management and stakeholder decision making did not positively influence effective implementation of primary school infrastructure projects in Kibra Constituency.

Index Terms- Implementation, Stakeholder's participation, School Infrastructural projects, Influence.

I. INTRODUCTION

Resource mobilization is a pillar in ensuring school infrastructure is well maintained in public primary schools in Kenya. The report found out that while the Basic Education Act (2013) lays the mandate to provide infrastructure upon the Ministry of Education, the ministry had not prioritized

infrastructure development for public primary schools, evidenced by the pathetic condition of school infrastructure. Schools' lacked resources to expand or improve infrastructure and this hampered the enforcement of infrastructure standards to meet the expected infrastructure quality. Additionally, the ministry did not base the allocation of funds on the prioritized needs of the schools. The allocation of these funds was also inconsistent and inadequate to undertake school infrastructure improvement projects. The report further noted a lack of guiding policies on the standard of infrastructure besides the available guidelines on the standard size of a classroom. Different materials ranging from cement, mud, grass thatch, timber, iron sheets had been used causing lack of uniformity of infrastructure standards among schools. There also lacked a standard means used to apply for school infrastructure improvements grants, further explaining the discrepancies in the state of infrastructure among different schools (OAG, 2021). The report recommended the involvement of stakeholders in the planning and implementation of infrastructure projects to ensure availability and accessibility of quality facilities conducive for learning.

1. *Objective of the study.*

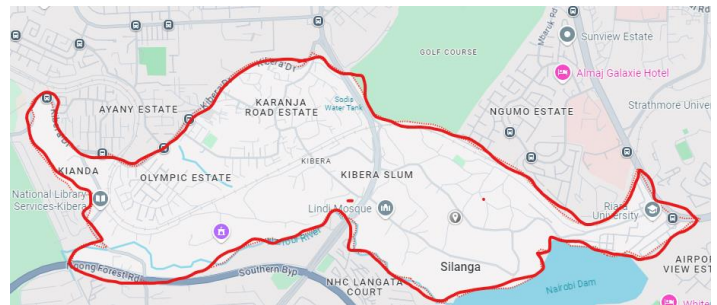
The main objective of this study was to the influence of stakeholders' participation on the effective implementation of primary school infrastructure projects in Kibera Constituency, Nairobi County, Kenya, the study objectives were to:

- i) To determine the influence of stakeholder resource mobilization on the effective implementation of primary school infrastructure projects in Kibera Constituency, Nairobi County, Kenya.
- ii) To determine the influence of stakeholder management on the effective implementation of primary school infrastructure projects in Kibera Constituency, Nairobi County, Kenya
- iii) To determine the influence of stakeholder decision-making on the effective implementation of primary school infrastructure projects in Kibera Constituency, Nairobi County, Kenya.

Methodology

The study was carried out in Kibera constituency. Kibera is one of the seventeen constituencies in Nairobi County, Kenya. It is located to the southwest of the City of Nairobi and was formerly part of Langata Constituency. The Kenya Population and Housing Census (2019) report puts Kibera's population at 185,777 people, with 61690 households. The constituency is situated five kilometres from Nairobi Central Business District. The constituency covers an area of about 12.10 square kilometres, with five wards being Makina, Lainisaba, Lindi, Woodley and Sarang'ombe. There are 9 public primary schools in Kibera subcounty (MoE, 2023). These are: Olympic primary School, Ayany primary School, Toi Primary school, Mbagathi primary school, Kibera Primary school, Jamhuri primary school, Joseph Kangethe primary school, Shadrack Kimalel primary school and Raila Odinga Education centre. Creswell and Creswell (2022)

define target population as the entire group of individuals or entities to which researchers intend to generalize the findings of their study. The target population comprised key stakeholders involved in primary school infrastructure projects in Kibera Constituency. This included 9 principals, 117 teachers, 9 PTA chairpersons, 9 BOM chairpersons, 1 Ministry of Education official, 1 NG-CDF representative, 18 representatives from faith-based organizations, 8 officials from donor agencies, and 5 local community leaders (chiefs), and 54 parents. Cumulatively, the target population is 231 stakeholders. This diverse group has the ability provides a comprehensive view of the roles, challenges, and contributions of each stakeholder in the projects (Kombo & Tromp, 2006).



Map 1; Satellite of Kibera (Google,2024).

3.5. *Unit of analysis.*

In research, the unit of analysis refers to the primary entity being studied within a research project (Yin, 2018). It is the major element or the "what" or "who" that is being analyzed. This can range from individuals, groups, artefacts (like books or photos), geographic units (such as cities or countries), social interactions (like conversations), to events (such as meetings or wars) (Bryman, 2012)). The unit of analysis for this study were the stakeholders engaged in the implementation of infrastructure projects. This encompasses the principals, teachers, parents, PTA and BOM chairpersons, Ministry of Education officials, NG-CDF representatives, faith-based organization representatives, donor agency officials, and local community leaders (chiefs).

II. RESULTS

4.4 Stakeholders Resource Mobilization on effective Implementation of Primary school infrastructure.

4.4.1 Funding Sources for infrastructure project.

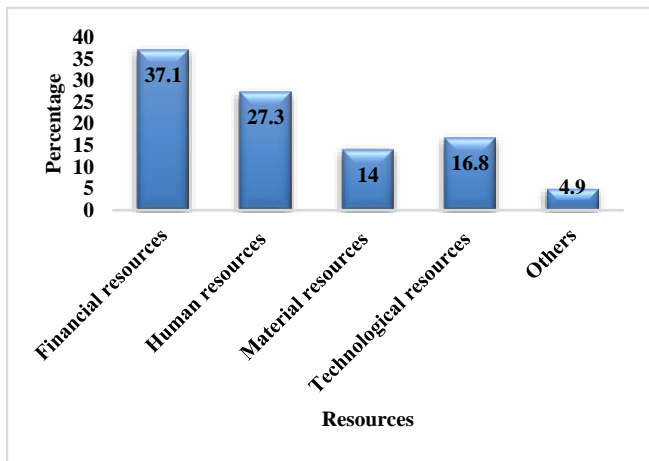
The first question on resource mobilization was establishing the sources of funds for the schools. Respondents were therefore asked to share their knowledge on the possible sources of funds based on the provided categories which included government grants, donations for NGOs, fundraising and parent contributions. The findings are presented as shown in Table 4.3

Frequency	Frequency	Percentage
Government grants	77	53.8
Donation from NGOs	46	32.2
Fundraising Events	14	9.8
Parent contributions	6	4.2

Total	143	100.0
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Table 4.3 Funding Source for Infrastructure Project

Table 4.3 represents how schools in Kibra Constituency secure funding for infrastructure projects. It can be seen that most of the funding secured by schools is from Government grants 77(53.8%) representing the majority. Donations from NGOS 46(32.2%), 14(9.8%) representing funding secured from fundraising events and finally 6(4.2%) from parents funding. The findings highlight the critical role that government grants play in financing infrastructure projects in primary schools within Kibra Constituency. This aligns with studies by Njeru and Orodho (2018), who found that government funding is pivotal in sustaining school infrastructure development in underprivileged areas. However, the reliance on external donations and fundraising events suggests potential vulnerabilities, particularly if these sources are inconsistent. Contrary to expectations, parental contributions were minimal, likely reflecting the economic constraints faced by families in Kibra, a low-income area.



4.4.2 Critical Resources for Successful Project Implementation.

Respondents were asked to indicate which resource was critical for the implementation of successful projects in their schools. The analysed responses are captured in Table 4.4 and Figure 4.1

Table 4.4: Critical Resources for Successful Project Implementation.

Critical Resources for Successful Project Implementation	Frequency	Percent
Financial resources	53	37.1
Human resources (e.g., skilled labour)	39	27.3
Material resources (e.g., building materials)	20	14.0
Technological resources (e.g., equipment)	24	16.8
Others	7	4.9
Total	143	100.0

From the analysis it can be inferred that critical resource is the financial resource as indicated by a majority of the respondents 53(37.1%), followed by human resource 39(27.3%), technological resource 24(16.8%), 20(14.0%) material resources, with 7(4.9%)

of the respondents citing others. Therefore, it can be seen that financial resource is most critical resource in the implementation of a successful school project. These results emphasize the centrality of financial resources in the implementation of school infrastructure projects, consistent with findings from studies such as that of Kinyanjui (2017), which underscored financial capacity as a fundamental determinant of project success. The importance of human resources, particularly skilled labour, also corroborates with existing literature, such as Mwangi's (2019) work, which identified skilled labour as a critical bottleneck in resource-constrained educational settings. Interestingly, technological resources were valued higher than material resources, perhaps reflecting an increasing recognition of the importance of modern equipment in project efficiency.

Figure 4.1: Critical Resources for Successful Project Implementation.

4.4.3 Ease of securing new resources.

Another question was concerning the ease of securing new resources, where respondents were asked to indicate if it was easy to secure new resources for infrastructure project in schools. The analyzed responses are presented in Table 4.5.

Table 4.5: Ease of Securing New Resources.

Ease of Securing New Resources	Response	Frequency	Percent
Whether it is easy to secure new resources	Yes	44	30.8
	No	99	69.2
	Total	143	100.0

Majority of the respondents 99(69.2%) indicated that it is not easy to secure new resource for infrastructure projects in school while only 44(30.8%) reported it as easy. The difficulty in securing new resources underscores the challenges faced by schools in maintaining and expanding infrastructure. This finding is consistent with the resource-based view theory, which posits that the ability to mobilize and leverage resources is critical to organizational success. Previous research by Wainaina (2020) also found that schools in low-income areas struggle significantly to attract and secure additional resources, largely due to competition and limited external support.

4.4.4 Ways of Stakeholder Involvement in Resource Mobilization.

According to the study, stakeholder involvement could be possible through either all or some of the suggested ways that include provision of land, materials, financial contributions and others. Therefore, respondents were asked to indicate some of these suggestions and the findings presented as shown in Table 4.6 that follows.

Table 4.6: Statements Involvement

3.0 CONCLUSION

Stakeholder Involvement	Frequency	Percent
Provision of materials	46	32.2
Financial contribution	39	27.3
Provision of labour	27	18.9
Other (please specify)	23	16.1
Provision of land	8	5.6
Total	147	100

The study found that stakeholder resource mobilization plays a crucial role in the effective implementation of primary school infrastructure projects. The mobilization of financial resources, human capital, and material inputs was found to be directly correlated with the progress and completion of infrastructure projects. Schools that engaged stakeholders effectively in resource mobilization reported better outcomes in terms of project timelines, quality of infrastructure, and overall satisfaction among the stakeholders.

It can be seen from the results that a majority of the respondents 46(32.2%) indicated that are mostly involved in provision of materials, 39(27.3%) in financial contribution, 23(16.1%) are involved in through other activities, 27(18.9%) in the provision of labour and 8(5.6%) represent those who get involved by provision of land. Stakeholder involvement in resource mobilization is crucial for the successful implementation of infrastructure projects. The results reflect a high level of community engagement, particularly in providing materials and financial contributions, which is consistent with the findings of Kimani (2018). The lower levels of land provision can be attributed to the fact that Kibra is an informal urban settlement where land is owned by very few people while the rest of the dwellers in the area are tenants as was observed by Macharia (1992).

4.4.5 Influence of Resource Mobilization on Project Implementation.

Respondents were further asked if resource mobilization had a positive influence on the implementation of infrastructure projects.

Table 4.7: Influence of Resource Mobilization on Project Implementation

Influence of Resource Mobilization	Response	Frequency	Percent
Whether resource mobilization had a positive influence on the implementation of infrastructure projects	Yes	111	77.6
	No	32	22.4
	Total	143	100.0

111(77.6%) of respondents agreed that resource mobilization positively influenced the implementation of infrastructure projects, while 32(22.4%) disagreed. The majority agreement on the positive influence of resource mobilization is in line with the theory of resource dependence, which suggests that organizations reliant on external resources must effectively manage these dependencies to achieve their goals. This finding is consistent with existing literature, including a study by Onyango (2019), which found that effective resource mobilization was a key determinant of successful project outcomes in educational settings.

3.1 Stakeholders Resource Mobilization

Effective stakeholder resource mobilization is essential for the successful implementation of school infrastructure projects. The study concluded that mobilizing resources from a diverse range of stakeholders, including government agencies, non-governmental organizations, and the local community, significantly enhances project outcomes. Schools that strategically engaged stakeholders in resource mobilization were better positioned to complete their infrastructure projects on time and within budget.

3.2 Enhancing Stakeholders Resource Mobilization

Schools should establish formal mechanisms for stakeholder engagement in resource mobilization. This could include forming partnerships with local businesses, NGOs, and government bodies to secure financial and material support. Additionally, schools should involve the community in fundraising activities and volunteer programs to leverage local resources effectively.

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AUTHORS

Sisimwo Peter, Strategic Information Lead, Maseno Univ
sim2rock@gmail.com
Prof George Mark Onyango, Lecturer Maseno Univ
Prof David ASang, Lecturer Maseno Univ.