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The Power of Stakeholder Involvement in National Government Constituency Development-funded Education Projects in Ugunja Constituency, Kenya

Sharon Achieng Oduor, Benard Lango & Ruth Njeri Karuu
The Catholic University of Eastern Africa
Email: sharonschool26@gmail.com

Abstract: *The National Government Constituency Development Fund (NG-CDF), established under the 2015 Act, aims to enhance equitable resource distribution and grassroots development, particularly in education. However, project implementation has faced persistent challenges, including delays, cost overruns, and weak management practices. This study examined the influence of project management practices on the implementation of NG-CDF-funded education projects in Ugunja Constituency, Siaya County. The analysis focused on resource availability, contractor competence, stakeholder involvement, and government oversight, drawing on Stakeholder Theory and the Theory of Constraints. A descriptive research design combining qualitative and quantitative approaches was adopted. From a target population of 162 stakeholders, a stratified random sample of 81 respondents was surveyed using structured questionnaires and interviews. Data were analysed through descriptive statistics, Pearson correlation, regression, and thematic analysis. Findings revealed that resource availability, contractor competence, and stakeholder involvement significantly enhanced project implementation, whereas government oversight showed no statistically significant effect. The study concludes that successful education projects rely on sound resource allocation, competent contractors, and active stakeholder participation. It recommends adopting a standardised project management framework, strengthening monitoring and evaluation systems, and enhancing stakeholder engagement to improve accountability, transparency, and educational outcomes.*

Keywords*: Stakeholder, Involvement, National Government, Constituency, Development-funded Education, Projects, Ugunja, and Kenya*

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1. Introduction

Constituency-based development funds have become an important strategy for channeling resources directly to local communities to promote equitable development. Globally, governments have established different models of such funds to address local infrastructure and social needs. For example, India's Members of Parliament Local Area Development Scheme (MPLADS), established in 1993, enabled legislators to recommend durable community projects, especially in education, although challenges such as inflation-driven cost overruns and delays have hindered its effectiveness (Government of

India, 2023; Muhammad Ali Musarat, 2021). Similarly, the Philippines introduced its Constituency Development Fund (CDF) in the 1930s, later evolving into the Priority Development Assistance Fund (PDAF), which allocated billions of pesos for district-level projects but also faced governance concerns (Kasuya, 2009; Department of Budget and Management, 2016). In Africa, countries such as Ghana and Tanzania have adopted variants of constituency-based funds aimed at promoting local governance and poverty reduction, though issues of transparency, accountability, and capacity remain central (Belley, 2020; Makwai, 2023).

In Kenya, the National Government Constituency Development Fund (NG-CDF), operational since 2003 and later institutionalised under the NG-CDF Act of 2015, has become a cornerstone of grassroots development. The education sector has particularly benefited, with the establishment of over 3,000 schools and increased transition rates to secondary education. Projects have included classroom construction, bursary schemes, and the establishment of colleges. Despite these successes, reports by the Auditor General and researchers highlight persistent challenges such as project abandonment, delays, cost overruns, and misuse of funds, often linked to weak project management practices (Simiyu, Mweru & Omete, 2014).

Effective project management practices, including stakeholder engagement, resource allocation, contractor competence, monitoring and evaluation, and risk management—are critical for the timely and sustainable delivery of NG-CDF projects (Nicholas & Kiarie, 2021; Keter & Miroga, 2025). Stakeholder involvement enhances transparency, accountability, and local ownership, while inadequate participation often results in misaligned priorities and implementation setbacks. In constituencies such as Ugunja, NG-CDF-funded education projects have improved access to learning but continue to face challenges, including delayed construction, poor contractor performance, funding gaps, and limited monitoring capacity.

Despite the increasing importance of NG-CDF in promoting educational development, limited research has critically examined the extent to which project management practices influence implementation outcomes at the constituency level. Existing studies have largely focused on the fund's impact on service delivery without exploring how management practices shape success or failure in specific projects.

1.2 Statement of the Problem

The National Government Constituency Development Fund (NG-CDF) was established to promote equitable resource distribution and enhance grassroots development, with education as a priority sector. Ideally, NG-CDF-funded education projects should be delivered on time, within budget, and to quality standards while reflecting community needs and fostering sustainability. Stakeholder involvement—through active participation of school heads, community representatives, contractors, and government officers—is critical to achieving these outcomes. It ensures transparency, accountability, and ownership, thereby aligning project goals with local priorities.

Despite these expectations, many NG-CDF-funded projects in constituencies such as Ugunja face persistent challenges, including delays, cost overruns, poor workmanship, and in some cases, incomplete delivery. While factors such as resource constraints and contractor competence have been examined in prior studies, the role of stakeholder involvement in shaping project performance has received limited attention. Most existing research focuses broadly on NG-CDF's contribution to development or on financial accountability, overlooking how insufficient stakeholder engagement undermines transparency, community ownership, and project sustainability.

This gap is particularly significant in rural constituencies like Ugunja, where weak stakeholder participation often results in misaligned priorities and reduced effectiveness of education projects. Without a deeper understanding of how stakeholder involvement influences project implementation, NG-CDF interventions risk failing to meet their intended educational and developmental objectives.

This study, therefore, seeks to examine the power of stakeholder involvement in the implementation of NG-CDF-funded education projects in Ugunja Constituency, addressing a critical gap in both practice and research.

2. Literature Review

This study draws on Stakeholder Theory (Freeman, 1984) and the Theory of Constraints (Goldratt, 1984) to examine NG-CDF-funded education projects. Stakeholder Theory underscores the importance of inclusive participation, ownership, and accountability, while the Theory of Constraints highlights the need to identify and address systemic bottlenecks such as funding delays, inefficiencies, and political interference. Empirical evidence shows that stakeholder engagement enhances transparency, trust, and sustainability when it is structured, meaningful, and insulated from elite capture (Samwel et al., 2023; Mutiso & Wamalwa, 2022). However, weak technical capacity, superficial consultations, and governance gaps often undermine outcomes. Thus, project success depends not

merely on involvement but on authentic, inclusive, and well-managed participation.

2.1 Theoretical Review

This study is anchored in Stakeholder Theory (Freeman, 1984) and the Theory of Constraints (Goldratt, 1984), which together provide a comprehensive lens for examining the implementation of NG-CDF-funded education projects. Stakeholder Theory, originally advanced by Freeman, shifted organisational thinking from a shareholder-centric view to one recognising the legitimacy of multiple actors in influencing outcomes (Nnadi & Mutyaba, 2023). It defines stakeholders as individuals or groups who can affect or be affected by organisational objectives (McGregor McCance, 2024). Over time, the theory has evolved from a normative framework of moral responsibility to a practical tool in project management, where effective stakeholder engagement is recognised as critical for project success (Keup, 2022). Within NG-CDF projects, key stakeholders include school heads, parents, students, contractors, Constituency Development Fund Committee members, and government officials (Oketch & Owuor, 2022). Their involvement ensures that project priorities align with community needs, fosters ownership, and enhances transparency. However, challenges such as conflicting interests, political interference, and weak accountability often undermine this ideal, highlighting the need for deliberate and inclusive engagement strategies.

The Theory of Constraints (TOC) complements this perspective by emphasising the identification and management of bottlenecks that restrict system performance (Landau, 2021; Martins, 2024). Goldratt's model evolved into a structured problem-solving approach built around five iterative steps: identifying, leveraging, subordinating, elevating, and reassessing constraints (Twproject Staff, 2021). In project settings, these constraints may stem from funding delays, contractor incompetence, bureaucratic inefficiencies, or inadequate stakeholder participation (Kinoti & Sang, 2022). Applying TOC in NG-CDF projects means recognising these bottlenecks, aligning activities to mitigate their impact, and implementing adaptive solutions such as interim financing or improved procurement systems. As Lucy Brown (2025) observes, addressing constraints enhances resource allocation and ensures alignment with community needs.

Together, Stakeholder Theory and TOC provide a dual framework: while the former ensures that diverse voices shape project priorities, the latter ensures that systemic limitations do not derail implementation. This integration is particularly relevant in Ugunja Constituency, where political, social, and economic challenges interact with weak stakeholder involvement to compromise project outcomes. By combining stakeholder alignment with constraint management, these theories offer a robust foundation for improving the implementation and sustainability of NG-CDF-funded education projects.

1.2 Empirical Review

Stakeholder involvement and participation throughout the project cycle are widely recognised as essential to ensuring that development objectives are achieved (Kimanzi & Ngugi, 2022). However, this assumption requires critical interrogation, as the causal link between stakeholder engagement and successful implementation is neither automatic nor consistently observed across projects. Sedmak (2021) defines stakeholder involvement as the process through which a project team engages all individuals or groups directly or indirectly affected by project outputs. It entails identifying, understanding, and meaningfully involving stakeholders through mechanisms such as open communication, collaboration, and active listening. Yet, in practice, particularly within NG-CDF-funded projects in Kenya, this involvement varies significantly, ranging from active collaboration in decision-making to superficial consultation that has little impact on project direction.

Studies suggest that effective stakeholder engagement provides multiple benefits, including clearer definition of stakeholder interests, prevention of conflicts, and creation of alliances based on mutual trust (Samwel et al., 2023). These benefits are particularly relevant in NG-CDF projects where stakeholders include local communities, contractors, project managers, government officials, and funding agencies. The local community, as the direct recipient of education projects, is expected to be actively involved in all phases of the project cycle, from needs assessment to monitoring and evaluation. Their involvement fosters ownership, enhances transparency, and reduces opportunities for corruption (George & Nafiu, 2020). However, challenges such as limited technical knowledge, restricted access to project information, and entrenched cultural or political barriers often marginalise communities in decision-making. Consequently, projects risk reflecting the preferences of politically connected elites rather than the educational needs of local beneficiaries (Mutiso & Wamalwa, 2022).

The role of project managers, contractors, and local government is also critical. Local government structures ensure financial flows and administrative oversight, while project managers oversee daily implementation. Their competence, experience, and ability to coordinate diverse stakeholders directly influence project success. Haapasalo (2023) highlights that cultivating strong stakeholder

relationships through trust-building and ongoing dialogue is fundamental to achieving project goals. Similarly, Muriithi and Bwisa (2019) emphasise that stakeholder inclusion should go beyond token consultation to structured engagement that aligns with project governance frameworks.

Despite the acknowledged benefits, stakeholder involvement in NG-CDF projects often faces structural and operational constraints. Political interference is a recurring challenge, with evidence showing that patronage networks frequently distort priority setting and resource allocation (Oketch & Owuor, 2022). Transparency gaps in procurement and monitoring further weaken trust among stakeholders, leading to cost escalations, delays, and compromised quality. These findings resonate with broader literature on development projects in sub-Saharan Africa, which shows that poorly managed participation may generate conflict, slow implementation, or undermine accountability (Nnadi & Mutyaba, 2023). Thus, stakeholder involvement, while valuable, cannot be assumed to be inherently beneficial; its effectiveness depends on the extent to which it is structured, inclusive, and insulated from political capture.

Comparative studies in similar contexts reinforce this point. For instance, Nyamweno and Wanyoike (2021) found that in community-driven education projects in Tanzania, participatory processes improved transparency and sustainability only when accompanied by adequate technical support and monitoring frameworks. Similarly, Karanja (2020) observed that in Kenya's devolved projects, superficial stakeholder consultations often resulted in mismatched priorities and underutilised facilities, whereas meaningful participation correlated with improved outcomes and stronger accountability mechanisms. These insights suggest that stakeholder involvement must be conceptualised not simply as presence, but as effective, inclusive, and deliberate participation in decision-making.

In summary, while stakeholder involvement is a cornerstone of participatory development and NG-CDF-funded education projects, its influence is not inherently positive. The presence of political interference limited technical capacity, and transparency gaps often weakens its intended impact. Therefore, the real "power" of stakeholder involvement lies not in its existence, but in its quality, depth, and authenticity. A nuanced understanding of how stakeholders are engaged, and under what conditions, is essential in evaluating project outcomes. Strengthening governance mechanisms, enhancing transparency, and capacitating local communities to actively participate remain central to unlocking the full potential of stakeholder involvement in NG-CDF projects.

3. Methodology

3.1 Research Design

Research design provides the framework for addressing research problems using empirical data (Shona & Pritha, 2024). This study adopted a descriptive research design that integrated both qualitative and quantitative approaches. A descriptive design was considered appropriate because it enables the identification of features, frequencies, and trends within a population while answering the "what, where, when, and how" questions (Björklund, 2024). This approach allowed the study to examine how resource availability, stakeholder involvement, contractor competence, and government oversight influence the implementation of NG-CDF education projects in Ugunja Constituency. Descriptive research is also advantageous because it provides detailed insights with minimal intervention and facilitates generalisation (Shona, 2023).

3.2 Target Population

A research population refers to a defined group of individuals or objects possessing common characteristics relevant to a study (Thacker, 2020). The target population for this study comprised 162 individuals drawn from three county assembly wards in Ugunja Constituency: Sidindi, Sigomere, and Ugunja. The population included both project implementers and beneficiaries. Implementers comprised Constituency Development Fund Committees (CDFC) and contractors, while beneficiaries included school heads, teachers, and community members. According to the 2023/2024 NG-CDF report, the constituency hosts 11 junior secondary schools and three high schools actively engaged in NG-CDF-funded projects. The distribution of the target population is presented in Table 1.

Table 1: Distribution of Target Population

Category	Target Population	%
CDFC	9	6
Project team	25	15
Contractors	14	8
School heads	14	8
Local community	100	64
Total	**162**	**100**

Source: Field Data NG-CDF Ugunja Constituency, 2025

3.3 Sample Size and Sampling Procedures

Sampling refers to the selection of a representative subset from a population (Rosemary & Mary, 2018). This study used both probability and purposive sampling methods. Slovin's formula was applied to determine the sample size, with a margin of error of 0.05. From a population of 162, a sample of 81 respondents was selected, representing approximately 50% of the target population—considered adequate for generalisation (Kuijik, 2020). The sample distribution is summarised in Table 2.

Table 2: Distribution by Sample size

Category	Target Population	Sample Size	%
CDFC	9	6	6
Project team	26	12	14
Contractors	13	7	9
School heads	13	7	9
Local community	100	50	62
Total	**160**	**81**	**100**

Source: Field Data NG-CDF Ugunja Constituency, 2025

3.4 Data Collection Instruments

Questionnaires were the primary data collection tool, incorporating both open- and closed-ended questions. Open-ended items provided room for detailed responses, while closed-ended items enabled quantifiable analysis. The instruments were pretested to confirm clarity and appropriateness.

3.4.1 Pilot Testing

Pilot testing enhances the feasibility of research instruments (Enago Academy, 2024). A pilot study involving 15 respondents from Ugenya Constituency—chosen for its socio-economic similarity to Ugunja—was conducted. The pilot refined question clarity, format, and sequencing, ensuring the instrument's suitability for full-scale administration.

3.4.2 Validity of the Instrument

Validity ensures research instruments measure intended constructs (Yeshaswi, 2024). Content validity was established through expert reviews, consultations with supervisors, and calculation of a Content Validity Index (Masuwai, Zulkifli, & Hamzah, 2024). Construct validity was confirmed by aligning items with the study's theoretical dimensions: resource availability, stakeholder involvement, contractor competence, and government oversight (Haiza & Rohaya, 2022). Feedback from the pilot further enhanced clarity and representativeness.

3.4.3 Reliability of the Instrument

Reliability refers to consistency in measurement across time and contexts (Middleton, 2019). Test-retest reliability was used to establish temporal stability, while Cronbach's Alpha measured internal consistency. A coefficient of 0.7 or higher was considered acceptable (Frost, 2024).

The reliability of the third objective was assessed using Cronbach's alpha reliability test, the same as the previous two objectives. As shown in Table 3. The analysis yielded

a Cronbach's Alpha coefficient of 0.927 for the eight items.
The value based on standardised items was 0.928.

Table 3: Reliability of stakeholder involvement

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.927	0.928	8

Source: Field data, 2025

3.5 Data Collection Procedure

Following ethical approval, a research permit was obtained from NACOSTI, and authorisation was secured from the Siaya County Education Office. Questionnaires were personally distributed to participants, who were given 10 days to respond. Systematic follow-ups, including reminders via available contacts, minimised non-responses. Data collection spanned approximately two weeks.

3.6 Data Analysis Techniques

Data analysis involved both quantitative and qualitative techniques (Eldridge, 2025). Quantitative data were coded and analysed using SPSS version 30. Descriptive statistics (frequencies, means, and medians) summarised demographic data. Pearson's correlation tested relationships between independent and dependent variables, while regression, independent samples t-tests, and one-way ANOVA assessed differences and predictive strengths. Significance was set at $p < 0.05$. Qualitative data from open-ended questions were transcribed, categorised thematically, and presented through narrative summaries and thematic maps. Findings were visualised using tables, charts, and graphs.

3.7 Ethical Considerations

Ethical integrity guided all research processes. Approval was obtained from NACOSTI and the Siaya County Education Office. Respondents provided informed consent, were assured of confidentiality, and were informed of their right to withdraw at any stage. No personal identifiers were collected, and data were stored in password-protected files and encrypted devices. Collected data be destroyed one year after study completion. To minimise social risks, the questionnaire remained neutral, non-intrusive, and respectful. Academic integrity was maintained through proper citation and adherence to institutional guidelines on ethical research conduct.

4. Results and Discussion

4.1 Response Rate and Demographic Characteristics

Out of 80 questionnaires distributed to NG-CDFC members, community representatives, school heads, and teachers in Ugunja Constituency, 74 were completed, representing a return rate of 92.5%, which is considered excellent and generalizable (Mugenda & Mugenda, 2003).

Table 4: Questionnaire Return Rate

Response	Frequency	Percentage
Completed	74	92.5%
Not completed	6	7.5%
Total	**80**	**100%**

Source: Field Data, 2025

The demographic analysis revealed variations in gender, age, and educational background. Males comprised 56.8% of the respondents, while females accounted for 43.2%, reflecting a slight male dominance in involvement with the NG-CDF project. These concurs with studies that revealed male dominance in CDF-related engagement (Kiptum, Ungaya, and Odhiambo, 2025)

Table 5: Gender Distribution

Gender	Frequency	Percentage
Male	42	56.8%
Female	32	43.2%
Total	**74**	**100%**

Source: Field data, 2025

Most participants were aged 36–45 years (45.9%), followed by 46–55 years (24.3%), suggesting middle-aged adults are most active in project implementation. Educationally, diploma holders were the largest group (41.9%), followed by certificate holders (36.5%), while only 9.5% had postgraduate qualifications.

Overall, these findings indicate that NG-CDF education projects in Ugunja constituency are primarily driven by middle-aged, moderately educated men, with younger and highly educated groups underrepresented.

Age and Education Characteristics

The age distribution of respondents shows that individuals aged 36–45 years formed the majority at 45.9%, followed by those aged 46–55 years at 24.3%. Younger participants aged 18–25 years accounted for 20.3%, while those above 55 years constituted 6.8%. The least represented group was 25–35 years, at only 2.7%. These findings suggest that middle-aged adults are the most actively involved in NG-CDF education projects, likely due to their professional experience, socio-economic stability, and participation in community decision-making. Conversely, the low involvement of younger respondents (18–35 years) reflects limited engagement in project management activities.

Table 6: Age Distribution

Age group	Frequency	Percentage
18–25 years	15	20.3%
25–35 years	2	2.7%
36–45 years	34	45.9%
46–55 years	18	24.3%
Above 55 years	5	6.8%
Total	**74**	**100%**

Source: Field data, 2025

In terms of education, most respondents held a diploma (41.9%) or a certificate (36.5%), while 12.2% had a bachelor's degree and 9.5% held postgraduate qualifications. This indicates that moderately educated individuals dominate project implementation, while higher academic representation remains limited.

Table 7: Education Level

Education Level	Frequency	Percentage
Certificate	27	36.5%
Diploma	31	41.9%
Bachelor's Degree	9	12.2%
Postgraduate	7	9.5%
Total	**74**	**100%**

Source: Field data, 2025

4.2 Influence of Stakeholder involvement on the implementation of NG-CDF education projects in Ugunja Constituency

Descriptive analysis

Table 8 represents the seven key indicators that were evaluated to measure stakeholder involvement. The indicators focused on communication, participation in planning and decision-making, definition of roles, accountability, satisfaction, and feedback integration. These indicators were measured on a Likert scale from Strongly Disagree (1) to Strongly Agree (5). The composite mean for stakeholder involvement in NG-CDF was at 3.908 with a standard deviation of 0.608, reflecting a positive perception.

Table 8: Descriptive statistics of stakeholder involvement

	Descriptive Statistics						
	1(S.D)	**2(D)**	**3(N)**	**4(A)**	**5(S.A)**	**Mean**	**Std. Deviation**
There is adequate communication between project implementers and stakeholders.	1(1.4%)	2(2.7%)	25(33.8%)	33(44.6%)	13(17.6%)	3.74	0.829
Local communities are actively involved in the planning and implementation of NG-CDF projects.	1(1.4%)	1(1.4%)	16(21.6%)	43(58.1%)	13(17.6%)	3.89	0.751
Decision-making in NG-CDF projects involves all relevant stakeholders.	0(0%)	2(2.7%)	15(20.3%)	43(58.1%)	14(18.9%)	3.93	0.709
The roles and responsibilities of stakeholders are well-defined and effectively communicated.	0(0%)	1(1.4%)	9(12.2%)	45(60.8%)	19(25.7%)	4.11	0.653
Project implementers maintain transparency and accountability to stakeholders throughout the project.	0(0%)	5(6.8%)	8(10.8%)	46(62.2%)	15(20.3%)	3.96	0.766
Stakeholders are satisfied with their level of involvement and the outcomes of their contributions to NG-CDF projects.	0(0%)	2(2.7)	20(27.0)	36(48.6)	16(21.6)	3.89	0.769
Stakeholder feedback is integrated into project improvements.	0(0%)	1(1.4)	20(27.0)	40(54.1)	13(17.6)	3.88	0.701
Composite						**3.908**	**0.608**

Source: Field data, 2025

The first indicator analysed the effectiveness of communication between the project implements and the stakeholders. Most of the respondents agreed n=33 (44.6%), with the statement, n=25 (33.8%) remained neutral; this might indicate that there is communication, but it is not consistent. The mean was at 3.74, suggesting that communication is generally perceived as adequate, though the high neutrality indicates potential for improvement in consistency. The second item that was analysed was whether the local community is involved in the implementation of the projects; a large percentage agreed with the item, the mean of the item was at 3.89, indicating a positive level of community engagement.

The indicator with the highest positive perception was the stakeholder's role being well defined and communicated. It had a mean of 4.11 with a standard deviation of 0.653, with n = 64 (76.5%) either agreeing or strongly agreeing. While communication between implementers and stakeholders was rated positively, it showed slightly more variation, indicating areas where engagement practices could be further strengthened.

These results align with Njeru (2024), who emphasised that clarity in stakeholder expectations fosters trust and ensures smoother decision-making processes during project execution. Another study by Haapasalo (2023) demonstrated how trust, collaboration, and stakeholder management, directly link to how clarity in expectations improves relationships and decision-making during project execution. The findings in Table 8 affirm that stakeholder involvement is a strong variable in the implementation of NG-CDF education projects in Ugunja Constituency, particularly in the clarity of roles. However, improving the consistency and frequency of communication could further enhance transparency and build stronger trust between implementers and beneficiaries.

4.3 Relationship between stakeholder involvement and implementation of NG-CDF-funded educational projects

Pearson correlation was used to determine the relationship between the independent variable (stakeholder involvement) and the dependent variable (Implementation of NG-CDF-funded educational projects).

Table 9: Pearson correlation of stakeholder involvement

		Implementation	Stakeholder involvement
Implementation	Pearson Correlation	1	0.729**
	Sig. (2-tailed)		<0.001
	N	74	74
Stakeholder involvement	Pearson Correlation	0.729**	1
	Sig. (2-tailed)	<0.001	
	N	74	74

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field data, 2025

The correlation coefficient R=0.729 indicates a strong positive linear relationship between stakeholder involvement and the implementation of NG-CDF educational projects. This suggests that as stakeholder involvement increases, the effectiveness and success of project implementation also tend to improve. The $p< 0.001$ signifies that the relationship is statistically significant. These findings are consistent with studies, which show that stakeholder involvement greatly improves the success rate of project implementation (Kimanzi & Ngugi, 2022; Oketch & Owuor, 2022; Samwel, Achieng & Otiende, 2023).

Regression on stakeholder involvement

Regression analysis of stakeholder involvement and implementation of NG-CDF-funded educational projects

A simple linear regression analysis was used to analyse the relationship between stakeholder involvement and the implementation of NG-CDF projects. The findings are represented in Table 10

Table 10: Model Summary of regression analysis of stakeholder involvement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.729[a]	0.532	0.525	0.37428

a. Predictors: (Constant), Stakeholder involvement

Source: Field data, 2025

R=0.729 indicates a strong positive relationship between stakeholder involvement and implementation of NG-CDF educational projects. R^2=0.532 means that there is 53.2% of the variance in the implementation of NG-CDF-funded educational projects that can be explained by stakeholder involvement alone.

ANOVA Test analysis for stakeholder involvement

Table 11 shows that F = 81.77 and $p< 0.001$. This finding implies that the amount of variation in project implementation explained by stakeholder involvement is by chance, indicating that the regression model is statistically significant.

Table 11: ANOVA Test analysis for stakeholder involvement

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	11.455	1	11.455	81.770	<0.001[b]
	Residual	10.086	72	0.140		
	Total	21.541	73			

a. Dependent Variable: Implementation

b. Predictors: (Constant), Stakeholder involvement

Regression coefficients

Table 12: Coefficient for stakeholder involvement

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.293	0.285		4.533	<0.001
	Stakeholder involvement	0.652	0.072	0.729	9.043	<0.001

Source: Field data, 2025

The coefficient table 12 shows the influence of stakeholder involvement on the implementation of projects. t= 9.043 shows that stakeholder involvement is significant; a higher t value emphasises its importance. The unstandardized constant B = 1.293 implies that if stakeholder involvement were not considered, the level of project implementation would be 1.293. The stakeholder involvement unstandardized coefficient is B=0.652, suggesting that a one-unit increase in stakeholder involvement leads to a 0.652 unit increase in project implementation, assuming all other factors are held constant. These findings concur with Kimanzi and Ngugi (2022) and Oketch and Owuor (2022) NG-CDF-focused studies showing a unit increase effect.

5. Conclusion and Recommendations

5.1 Conclusion

The study established that stakeholder involvement significantly influences the implementation of NG-CDF-funded education projects in Ugunja Constituency. The demographic findings revealed that middle-aged, moderately educated men dominate participation, while younger individuals and highly educated groups remain underrepresented. Descriptive analysis showed that stakeholders perceived their involvement positively, especially regarding role clarity and accountability, though communication consistency required improvement. Correlation and regression analyses confirmed a strong positive and statistically significant relationship between stakeholder involvement and project implementation, with 53.2% of implementation variance explained by stakeholder participation. These findings affirm that active, structured, and inclusive stakeholder involvement enhances transparency, accountability, and project success.

5.2Recommendations

1. Enhance Communication Consistency

- **What:** Improve the frequency, clarity, and transparency of communication between NG-CDFC committees, school heads, and communities.
- **Who:** NG-CDFC officials in collaboration with school administrators.
- **How:** Establish structured communication channels such as quarterly community forums, digital updates (SMS/WhatsApp platforms), and feedback bulletins to ensure timely information sharing.

2. Broaden Stakeholder Inclusivity

- **What:** Increase the involvement of youth, women, and highly educated professionals in NG-CDF project management.
- **Who:** NG-CDFC leadership and community-based organizations (CBOs).
- **How:** Introduce mentorship programs for youth, enforce gender representation quotas in project committees, and co-opt professionals with higher academic qualifications to strengthen technical input.

3. Strengthen Role Definition and Accountability

- **What:** Ensure all stakeholders clearly understand their responsibilities in project planning, monitoring, and evaluation.
- **Who:** NG-CDFC committees in partnership with local education boards.
- **How:** Develop and disseminate simplified stakeholder role manuals, conduct induction workshops, and integrate role-based monitoring tools to track accountability.

4. Institutionalize Stakeholder Feedback Mechanisms

- **What:** Establish systematic approaches for collecting and integrating feedback into project improvements.
- **Who:** NG-CDFC officials and school management boards.
- **How:** Create structured feedback forms, conduct annual stakeholder satisfaction surveys, and integrate feedback findings into project reports and planning cycles.

5. Build Stakeholder Capacity

- **What:** Provide training to strengthen stakeholders' knowledge and skills in project planning, resource utilization, and monitoring.
- **Who:** Ministry of Education in collaboration with NG-CDFC.
- **How:** Organize regular workshops, seminars, and capacity-building forums focused on participatory project management and accountability practices.

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