STAKEHOLDER MANAGEMENT PROCESS AND SUSTAINABILITY OF CORPORATE SOCIAL RESPONSIBILITY PROJECTS IN TECHNICAL AND VOCATIONAL INSTITUTIONS IN WESTERN KENYA

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Stakeholder management process and sustainability of corporate social responsibility projects in technical and vocational institutions in Western Kenya

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university

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DEDICATION

To the memory of my late father and mother, Edward Adema and Petronilla Shiechero, who ensured that I get the basic education and always encouraged me to keep scaling the heights.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
CSFs	Critical Success Factors
CSR	Corporate Social Responsibility
DTE	Directorate of Technical Education
EIA	Environmental Impact Assessment
HODs	Heads of Departments
IBM	International Business Machines
IEG	Independent Evaluation Group
IISD	The International Institute for Sustainable Development
KATTI	Kenya Association of Technical Training Institute
KEVET	Kenyan Initiative for Vocational Education and Training
PMI	Project Management Institute
PMC	Project Management Committee
CSRPs	Corporate Social Responsibility Projects
SLs	Student Leaders
SMs	Senior Management staff
TVETs	Technical and Vocational Educational Training Institutions
TVETA	Technical and Vocational Educational Training Authority

UNGCA	United Nations Global Compact and Accenture

DEFINITION OF TERMS

Knowledge Sharing An exchange of knowledge between two individuals, designed to transform individual knowledge into organizational knowledge leading to lead to improved absorptive capacity, improved innovation capacity, and other capabilities *(*Foss *et al.,* 2010*).* The study conceptualizes knowledge sharing in terms of trust, information systems and motivation established.

Stakeholder Communication The process of developing appropriate management strategies to effectively engage stakeholders throughout the lifecycle of the project, premised on the analysis of their needs, interests and potential impact on project success. The key benefit of this process is that it provides a clear and actionable plan of interacting with project stakeholders to support the project's interests (Project Management Institute, 2013a). The study conceptualizes stakeholder communication in terms of role clarity, urgency and proximity to the projects established.

Stakeholder Empowerment A process where stakeholders are given the authority to act, choice of actions, and control over decisions and resources is held by them rather than the donor agencies or organization (Rowlinson *et al.,* 2010). There is transfer of control or devolution of power to individuals and/ or a community benefitting from the support as applies to CSRPs. The study conceptualizes stakeholder empowerment in terms of legitimacy, risk control and collaboration stakeholders have established in CSRPs.

Stakeholder Engagement The process by which an organization involves relevant stakeholders who may be affected by the decisions it makes or can influence the implementation of its decisions for a purpose to achieve accepted outcomes (Tero, 2014). The study conceptualizes

stakeholder engagement in terms of commitment, satisfaction and rapport established.

Stakeholder Management Process The systematic identification, analysis and planning of actions to communicate with, negotiate with and engage stakeholders guided by underlying principles through the appropriate management of their expectations and agreed objectives for the successful delivery of any project, programme or activity. Stakeholder management process in the study is conceptualized as a process involving stakeholder identification, communication, engagement and empowerment.

Stakeholder Identification It is a process of identifying those who are affected by the outcome, negatively or positively, or those who can affect the outcomes of a proposed intervention. Stakeholders are identified by performing a stakeholder analysis in which potential stakeholders and relevant information on power, network and interest are gathered, documented and analyzed (Rajablu *et al*., 2015).

Sustainability of Corporate Social Responsibility Projects The ability of these projects to meet the needs of the beneficiaries and embraces the concept of doing this beyond the time of donor agency, organization or company's involvement in Technical and Vocational Educational Training Institutions (TVETs) (Adopted from Sang, (2015) and Silvius, (2018). The study conceptualizes corporate social responsibility projects in terms of economic, financial, social and environmental viability.

ABSTRACT

Project sustainability is increasingly becoming a general problem for research in both the private and public sectors in Kenya. While the trend with implementation of projects is showing substantial improvement, post-implementation sustainability is rather disappointing with very few projects being sustained. Corporate institutions invest huge resources under corporate social responsibility in social institutions yet most of these projects fail to deliver anticipated benefits beyond the project life. Though successful, one of the most critical obstacles is the extent to which the projects are able to persist despite the exit of donors. The study sought to contribute to the growing body of knowledge by determining the relationship between stakeholder management process on project sustainability of corporate social responsibility projects (CSRPs) in the technical and vocational educational training institutions (TVETs) in western Kenya. Specific objectives focused on the relationships between five stakeholder management processes namely; stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment on sustainability of CSRPs in TVETs in western Kenya with the moderating effect of knowledge sharing. Review of literature and identification of knowledge gaps formed the basis of the conceptual model and hypotheses. The study was based on stakeholder theory, the theory of sustainability, institutional theory and stakeholder management process model to examine the relationship. The study was anchored on the positivist research philosophy that tests hypothesis developed from existing theory through measurement of observable social realities. The study used a descriptive research design. The target population consisted of 12,585 in public and private TVETs in operation from which a sample size of 375 respondents was drawn by use of stratified random sampling method. Primary data was obtained using self-administered questionnaires based on five-point Likert scale. The quantitative data was analyzed using both descriptive and inferential statistics. Descriptive data was used to summarize the data while inferential statistics applied multiple linear regression analysis to test the hypothesized relationships. An analysis of the underlying statistical assumptions was conducted by testing for linearity, normality, homoscedasticity, multi-collinearity and auto-correlation. Data analysis was done using Statistical Package of Social Science (SPSS). In the findings of ANOVA, the coefficients indicated that Stakeholder Identification had a statistically significant contribution in the prediction of the sustainability of CSRPs in TVETS in western Kenya, (β=0.515, t=13.854, $p=0.00<0.05$) so was Stakeholder Communication (β=0.439, t=13.412, $p=0.00<0.05$); Stakeholder Engagement (β=0.622, t=17.733, $p=0.00<0.05$) and Stakeholder Empowerment (β=0.493, t=14.638, $p=0.00<0.05$). From the findings, the Interaction Effect had a significant influence on the Sustainability of CSRPs in TVETS in Western Kenya [R^2 *change* = .042, *F-change* =23.563, ß = -0.151, t = -4.854 $p=0.00<0.05$]; indicating that Knowledge Sharing had a significant moderation effect on the relationship between Stakeholder Communication and Sustainability of CSRPs in TVETS in Western Kenya. The study therefore concludes that the combined effect of stakeholder identification and stakeholder engagement, moderated with knowledge sharing affect sustainability of CSRPs, is greater than the individual effect of predictor variables. The study recommends training of stakeholders on stakeholder communication and engagement to ensure that stakeholder management process enhance sustainability of CSRPs in TVETs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Corporate social responsibility projects (CSRPs) are established in many of the communities as a strategy of creating jobs and alleviating poverty. In the area under investigation CSRPs have been established by organizations or institutions under Corporate Social Responsibility (CSR), but some of them have failed and others are not sustainable in socio-economic terms (Fonseca, 2015). Only a few projects achieve all the success criteria while many other delivered projects fail on meeting any of the criteria identified and a substantial number are cancelled many of whom fail from the very beginning (Dobrovolskienė *et al*., 2019).

Many scholars give the reasons for projects partial or total failure and state how to prevent this failure (Caniglia *et al.*, 2021; Kiesnere & Baumgartner, 2019; Vismara, 2019). At a glance, globally, a project is seen to have failed when it is not delivered on time; it is not on or under budget or it does not work as is expected (Ontita & Kinyua, 2020). Sarpong and Ayarkwa (2021) further includes the management of the ever-increasing stakeholders to the list. Silvius and Schipper (2019) have reviewed several projects that have both failed and succeeded and a few common factors emerge.

A key finding from the studies is that, there is no one dominant factor that is linked to causing project failure. Whenever there is project failure, key factors are involved, a few of these factors interact with each other. They include unrealistic time frames, poor project plans, non-involvement of the beneficiaries, and initiation procedures, failure to evaluate and monitor project progress with corruption among others (Silvius & De Graaf, 2019).

The CSRPs have been initiated countrywide in different institutions by the corporate sector under Corporate Social Responsibility initiative and are intended to run sustainably in key sectors including the tertiary education (Corbett *et al*., 2018).

Being a one-off corporate initiative with no promise of continuity in funding the Social Based Projects have an opportunity to deliver outcomes on time while at the same time help jumpstart the economy (Kiesnere & Baumgartner, 2019). This is however not the case as the situation on the ground indicates. World Bank (1995) indicates that Success of development projects is dependent upon the participation of beneficiaries and stakeholders (Corbett *et al.,* 2018).

Since resources such as land and funding are assured, and the implementation structure is in place, then stakeholder management is the one key variable that is not in place and is expected to happen to guarantee success of the projects. Beneficiaries of any project will always contribute to the project success and sustainability. Sustainability of the CSRPs and what they deliver is a key concern of the development agenda (Dobrovolskienė *et al*., 2017).

A project beneficiary is often seen as a major stakeholder since he/she is used to give information on the success of the project. Stakeholder management process is a critical component of projects since it determines the extent of addressing sound issues in project identification, planning, execution, evaluation and close down (Silvius & De Graaf, 2019). Oyeyipo *et al.,* (2019) further add that the support of stakeholders increases the chances of sustainability.

1.1.1 Stakeholder Management Process of CSRPs; Global perspective

Stakeholder Management is defined by Dagli (2018) as process of identification of stakeholders, stakeholder engagement planning, and management of stakeholder engagement and control of stakeholder engagement while stakeholder management process especially in CSRPs involves that act of balancing the competing interests of many stakeholders identified for the long-term survival of the firm by identifying and prioritizing stakeholders and their claims (Sarpong & Ayarkwa, 2021). This is in an attempt to manage the challenges identified with regard to the relationship between a business and its wide responsibility to multiple stakeholders in society (Clevenger *et al.*, 2019). Many companies manage business relationships via practices, policies and programmes, like stakeholder prioritization and other choices

and involve decisions on how to engage with a range of stakeholders (Ola-awo *et al.,* 2021).

Perspectives given from an Lithuania context in terms of companies designing their own sustainability programs as stated by Dobrovolskienė *et al.,* (2017) have established a corporate focused "win–win" way of sustainability. Companies keep on integrating sustainability in an organization with respect to the larger political economy and governance of sustainability. Despite doing research in companies and tackling sustainability in projects in Lithuania, very little is known about the outcomes of CSR for society because the primary focus in the literature is on how project managers approach sustainability on the company of CSR initiatives. With stakeholders in mind, the key question in the governance of sustainability concerns how impoverished and marginalized communities who are many at times non-corporate, non-state, and often nonmarket actors can ensure their rights are protected in a democracy. These perspectives from Lithuania explain why it is important to study stakeholder management and how it influences sustainability of CSR initiatives.

In Australia, the increasing complexity in construction projects makes the management of project stakeholder management process increasingly challenging due to their diverse characteristics, including power, interests and attitudes (Nguyen & Mohamed, 2020). Much of the literature documented by Nguyen and Mohamed (2020) has focused on stakeholder management process with very limited or no regard to either the level of project complexity or the extent of meeting project success measures, especially as concerns sustainability.

This has further impacted on the trend of industries and businesses that move beyond maximamly using the organization's individual performance by catering for negative environmental and other social impacts, so as to include rethinking and restructuring existing businesses with the broader societal changes in mind. Development of a competitive advantage by creating sustainable markets and developing renewed ambition and enthusiasm on the short term has therefore come to the fore.

By means of the transition framework, it is argued that a new phase in corporate responsibility emerges from societal changes, which would indirectly link to fundamental transitions within businesses (Clevenger *et al.,* 2019). Such a framework can be best explored when the transition is integrated in stakeholder engagement in the CSRPs initiated by businesses since it gives a relevant academic and practical implication (Brondoni *et al.,* 2019).

To further show clarity of this phenomenon, Arjaliès and Mundy (2013) come up with a framework that indicates out how organizations initiate organizational change and drive strategic renewal while at the same time supporting the sustainability agenda. The data gathered from France's listed firms was used to provide insights into the processes and structures that companies use in designing, implementing and monitoring their CSR strategy. It also shows how organizations seek to attain their social corporate objectives, and of the relationship between the management of the objectives and other business processes.

Empirical data collected by Lozano (2015) from experts and company leaders in UK show that internally, leadership is a cardinal facilitator, while the most important external drivers are customer demands, reputation, expectations, regulation and legislation. He comes up with a driver's model, that provides an all-encompassing perspective that incorporates complements drivers which connect the company to the outside with both internal and external drivers. According to Lozano (2015), a more holistic perspective on the means through which the company can become more sustainable is facilitated by connecting drivers, becoming more proactive while at the same time reducing the risk of external stimuli. Global projects influence and are influenced by several stakeholders with differing demands and interests (Jimenez *et al.,* 2021).

In Finland, there has been growing pressure for projects to be more socially and environmentally responsible. It is paramount to establish a more vibrant context for stakeholder behavior and stakeholder management in that any project will move through different lifecycle phases. According to Aaltonen *et al.*,(2015) there needs to be a view to increase the understanding of the intended secondary stakeholders to

influence the decision making of the project management during project lifecycle's different phases. Therefore, it is important to develop a better comprehension of secondary stakeholders' influence during the project lifecycle to enable the use of more appropriate project stakeholder management approaches initiated (Boa-Antwi & Badu, 2021).

Sustainability of projects ensures that the benefits from a project are felt for some periods of time that can justify the economic and social input invested in the specific project (Kiesnere & Baumgartner, 2019). Sustainability principles and development concepts, however, are not taken much seriously in development projects (Tsuma, 2020). Silvius (2018) notes that there are few guidelines on the role of the project team in ensuring project sustainability.

1.1.2 Stakeholder Management Process of CSRPs in Africa

A study done by Amadi *et al*.,(2018) in Nigeria on external stakeholders' perspective of stakeholder management in public–private partnerships (PPP) projects within the context of developing countries where public opposition to PPP projects was prevalent; identified five key enablers of external stakeholder management. These were the choice of project location; transparency of the internal stakeholders; timing of stakeholder engagement; knowledge of PPP; and relationship with internal stakeholders. The practical implications of the five enablers can be used by policy makers and industry professionals to ensure effective stakeholder management of PPP projects.

Molwus *et al*.,(2017) further investigated the interrelationships between the CSFs for stakeholder management and project success in construction and came up with the best fitting measurement model comprising 16 critical success factors as indicators of four latent variables, namely, stakeholder characteristics and project characteristics (SCPC); stakeholder analysis (SA); stakeholder dynamics (SD); and stakeholder engagement/empowerment (SE).

Furthermore, it was found that only Stakeholder engagement /empowerment had a direct positive impact on project success. The study saliently focused on aspects of

stakeholder management process which enable stakeholder engagement. In the study, stakeholder engagement was part of the stakeholder management process and it was discussed differently from stakeholder empowerment.

In South Africa, a study reviewed the stakeholder theory intending to investigate its usefulness in combating the challenges that affect the world in the fourth industrial revolution (Mhlanga & Moloi, 2020). The study discovered that if the doctrine of the stakeholder theory is properly incorporated in the companies operating in the fourth industrial revolution, good capitalism, normally referred to as stakeholder capitalism, can emerge. Stakeholder capitalism in the study referred to collaboration among stakeholder which the study on CSRPs intended to investigate with respect to their sustainability.

Studies by Mores and Balzarini (2018) assessed financial sustainability in public private partnerships in development projects in sub-Saharan Africa while Antwi and Ley (2021) have underscored importance of community acceptance and how it affects sustainability of projects in Africa. The studies offer a critical link of stakeholder management to sustainability of projects which the research sought to investigate.

1.1.3 Stakeholder Management Process of CSRPs in Kenya

Kenyan companies have aggressively participated in different CSR strategies where most of them have justified it as a way of giving back to society, which supports these firms and their activities (Kubai, 2018). Many of these projects have been decided upon without the necessary consultation with the stakeholders leading to non-support and general project failure or unsustainability (Muluka *et al.,* 2021). Stakeholder participation is considered to be a right and a need yet their sustainability is under threat (Maina & Kimutai, 2018).

Notwithstanding the benefits accruing from sustainability as stated by Siew *et al.,* (2016), its use in CSRPs has been inadequate and based on the prerogative of individual corporate institutions. Whereas the individual companies have structures of management and administration of CSRPs, it is however not clear whether the

target institutions are well prepared to manage these initiatives or whether these projects address their felt needs (Kivayilu, 2020; Kubai, 2018). The greatest challenge is in ensuring that every project is self-sustaining using bottom up approaches (Kimani & Namusonge, 2016). Herein, organizations are recognized as agents by society recognizes organizations, particularly in the eyes of the law, and authorizes these agents to use natural resources, land and offer employment to its members while from the business point of view; they improve the quality of life of a society (Al-Reyaysa *et al.,* 2019; Maina & Kimutai, 2018).

A sustainable project is that one whose short-term outputs are highly valued by the stakeholders such that they are willing to sacrifice and commit resources to the maintenance of the project to ensure it produces outputs in the long term (Kimani & Namusonge, 2016). Robertson (2021) states that project sustainability has been a major challenge facing societies today. It's important that institutions be self-sustaining after the project ends.

Sustainability of a project ensures that project benefits are felt for extended periods of time that can justify the economic and social input invested in to the project (Dobrovolskienė *et al.,* 2017). The study conceptualized a holistic look at sustainability that can take into account multiple indicators that can be monitored to ensure project sustainability. In the study, sustainability of CSRPs is the ability of these projects to meet the needs of its beneficiaries and equally embrace doing this beyond donor agency's time, organization or company's involvement in TVETs (Tafara, 2013).

1.1.4 Technical and Vocational Educational Training Institutions in Kenya

The Kenya Vision 2030 has identified TVET as a leading engine that the economy relies upon to produce middle level work force that is necessary to drive the economy towards the attainment of the said vision (Akama, 2019; GOK, 2012; Ngure, 2013). Young people acquire technical skills for self and formal employment from the established TVETs (Sonobe *et al.,* 2011). TVET has been made to empower trainees through attitudes development, cognitive understanding, human abilities, technical skills and work habits so as to prepare them adequately for work and

position them practically and strategically for self-employment after successful graduation (Akama, 2019).

In reference to the sessional paper no. 14 of 2012 highlighting reforms of education and training sector in Kenya, education has been put into three categories that include basic, tertiary and university levels (GOK, 2012). the quality TVET programmes under the TVET sub sector, ensures a strong association between the needs of the labour market and skills learnt, by ensuring production of graduates with superior employability (Mwathe, 2018; Simiyu, 2010). TVETA is a State Corporation formed under the TVET Act, 2013 (GOK, 2017b).

It endeavours as a regulator in TVET sub sector to ensure coordination of programs and harmonization, by standardizing the relevance and quality of training in TVET institutions. This is achieved through development of regulations and standards so as to develop policies and guarantee a minimum quality for TVET, guidelines and plans for the rebranded TVET, license, accredit and register all TVET institutions. As at December, 2016, TVETA accredited five hundred and eighty-two public institutions. Specifically, Western Kenya has 63 accredited TVET institutions. According to the act, the Board of Governors of a public institution are to consist of between seven and nine members appointed by the cabinet secretary (GOK, 2017a).

Under this provision, each institution consists of senior management team that implements the oversight role of the BOG. They include Principal, 2 deputies (for a population above 1,500 students), Registrar and the Dean of students. Heads of Department who interact daily with the beneficiaries of the CSRPs are also part of the stakeholders. Depending on the size of the institution, TVETs have at least 5 departments, that is, Business, Building and Construction, Auto Mobile, Food and Beverages and ICT. The target population of 12,585 stakeholders will therefore consist of these categories (GOK, 2017b).

1.2 Statement of the Problem

Traditionally, corporate institutions invest huge resources under corporate social responsibility with the assumption that the social projects initiated will benefit the

stakeholders and that they will be sustainable (Kimani & Namusonge, 2016). The broad categories of corporate social responsibility that many organizations are involved in include but not limited to corporate social responsibility projects that relate to environmental efforts, philanthropy, charitable donations to local people, ethical labor practices which include treating employees' fairly and volunteering programs (Kubai, 2018). Indeed, many organizations have embraced corporate social responsibility because despite being a legal requirement, it has proved beyond doubt to be a worthwhile venture to engage in for the purposes of excellence in business (Ashogbon, 2019). However, the uniqueness of corporate social responsibility projects has generated debates us to whether they are owned by the beneficiaries and if they are sustainable beyond project life (Corbett *et al.,* 2018). While implementation of these projects from the current tends shows marked improvement, post-implementation sustainability is seen as disappointing (Silvius & De Graaf, 2019). Globally, 93% sustainability issues like stakeholder management are critical to the future success of their business as documented by UNGCA; in Asia Pacific, the figure was as high as 98%, while 97% in Africa (Forstater et al., 2010). A similar study done by IEG of the World Bank indicates that in 2010 alone, 39 % of all World Bank projects were unsuccessful, and in Africa alone, the failure rate was over 50 percent (Ika, 2012). Specifically, in Kenya, 79.2 % of the projects initiated exhibited some form of failure between the year 2000 and 2011 and stakeholder participation is also enlisted as a major cause (Nyika, 2012).

It has been documented that Kenya, compared to other East African countries, had an overall sustainability rating of 49% on World Bank funded projects, which is considered low sustainability rating (Sang, 2015). Prior studies have generally found a positive relationship between stakeholder management process and sustainability of projects (Diba, 2011; Ndombi, 2021a). There are also studies where such a relationship has not been found (Wambugu, 2013). One reason might be that the measure that has been used to assess project success has typically been a combination of both project management practices and utilization of resources (Ojwang & Bwisa, 2014). This would be focusing on project failure; when it is not delivered on time; it is not on or under budget or it does not work as is expected (Kapogiannis, 2013; Ntiyakunze, 2011). Participation of all stakeholders ensures that

ownership and sustainability is achieved (Matu *et al.,* 2020; Okoth, 2012). To achieve this, identification, communication, empowerment and engagement among these stakeholders is vital (Diba, 2011; Nyandika & Ngugi, 2014). Despite many empirical evidences, (Jimenez *et al.,* 2021; Ola-awo *et al.,* 2021; Ontita & Kinyua, 2020) that support the relationship between stakeholder management process and sustainability, the situation of CSRPs in TVETs in Western Kenya has not been documented which poses a clear gap that necessitates the need to investigate this relationship. Equally, a focus has not been made on the moderating effect of knowledge sharing on the relationship between stakeholder management process and sustainability of corporate social responsibility projects. The study therefore investigated the influence of stakeholder management process on sustainability of corporate social responsibility projects in the technical and vocational educational training institutions in western Kenya.

1.3 Research Objectives

1.3.1 General Objective

The general objective of the study was to investigate the influence of stakeholder management process on the sustainability of CSRPs in TVETs in western Kenya

1.3.2 Specific objectives

The specific objectives were;

i. To assess the influence of stakeholder identification on sustainability of CSRPs in TVETs in western Kenya
ii. To determine the influence of stakeholder communication on sustainability of CSRPs in TVETs in western Kenya
iii. To examine the influence of stakeholder engagement on sustainability of CSRPs in TVETs in western Kenya
iv. To ascertain the influence of stakeholder empowerment on sustainability of CSRPs in TVETs in western Kenya

v. To examine the influence of knowledge sharing as a moderator on the relationship between stakeholder management process and sustainability of CSRPs in TVETs in western Kenya

1.4 Research Hypotheses

The study was guided by the following hypotheses; -

$H_0$1: Stakeholder identification has no significant influence on sustainability of CSRPs in TVETs in western Kenya.

$H_0$2: Stakeholder communication has no significant influence on sustainability of CSRPs in TVETs in western Kenya.

$H_0$3: Stakeholder engagement has no significant influence on sustainability of CSRPs in TVETs in western Kenya.

$H_0$4: Stakeholder empowerment has no significant influence on sustainability of CSRPs in TVETs in western Kenya.

$H_0$5: Knowledge sharing does not moderate the relationship between stakeholder management process and sustainability of CSRPs in TVETs in western Kenya

1.5 Significance of the Study

The study is important to the following stakeholders;

1.5.1 Policy Makers

The study offers help to both the national government of Kenya and the county governments as it seeks to add knowledge on sustainability in projects and enhance stakeholder management and its integration. Support of TVETs through the corporate sector support in Kenya is seen as one of the key drivers of change. The findings of the study will shed more light on the requisite areas of change in the stakeholder management process. The study findings speak to the general area of stakeholder management process. Government institutions can borrow a leaf on how to undertake

effective stakeholder management process for better results in sustainability of CSRPs.

1.5.2 Practitioners

The study findings will help corporate institutions in evaluating the importance of sustainability on the projects they support other than bolstering profitability and marketing. It is observed that by virtue of companies supporting different aspects of education in these institutions, they are direct beneficiaries of the human resource trained. Companies are swiftly becoming more aware of the importance of sustainability in this era and the study adds impetus to knowledge on the link between stakeholder management and sustainability. The research therefore, is to benefit project management practitioners on stakeholder management process and equally recommend policy formulation on sustainability of CSRPs. The study also is intended to save companies on the costs of conducting cost benefit research in their institutions.

1.5.3 Knowledge and Research

A clear picture of stakeholder management process influencing sustainability in CSRPs in Kenya has not emerged from previous studies. As such, the existing body of knowledge is not sufficient enough to explain stakeholder management process as a determinant that influences sustainability of CSRPs in Kenya. Further, examination of the influence of knowledge sharing as a moderator on the relationship between stakeholder management process and sustainability of CSRPs in TVETs in western Kenya has not been done. To the scholars, the study adds value to the existing body of knowledge by recommending ways for improvement of sustainability of CSRPs using the stakeholder management process. The study is intended to be a stepping stone for novel research on sustainability in CSRPs.

1.6 Scope of the Study

The research was limited to CSRPs in TVETs in Western part of Kenya. TVETs aim at empowering society to engage in sustainable and productive livelihood. TVET had

been cited as being is well placed to offer skills for the corporate sector if supported and facilitated. The access to these skills and knowledge to all people regardless of status, gender, age, race or location forms the goal of TVET establishment (GOK, 2017b). As such, both the public and private institutions have emerged to support initiatives and projects towards this endeavor under corporate social responsibility (GOK, 2012). There is no specific research that linked sustainability of CSRPS to the stakeholder management process in the TVETs, hence desire to undertake the research.

TVETs in Kenya are accredited by the TVETA (GOK, 2017b). The target population consisted of twelve thousand four hundred and fifty-nine stakeholders in public and private TVETs in operation from which a sample size of three hundred and seventy-five respondents was drawn. The view that a firm's efforts should be directed exclusively at making profit for investors or shareholders who may use it as they wish, was beyond the scope of the study. The study focused on all CSRPs initiated in the TVETs in the last ten years. The period catered for transition periods of respective BOG members.

1.7 Limitations of the Study

Limitations are what researcher knows may negatively affect the results or the generalizability of the results but over which he /she probably has no control. The limitations are to do with size, length of the study or data collection procedures (Mugenda, 2011). The study used questionnaires. When using questionnaires, the respondents may have failed to respond to the questionnaires effectively by giving false information that would have affected the results.

A letter from the university was included to assure respondents that the data was for academic purposes. In addition, the researcher assured the management that they would be provided with a copy of the final report. Further, for respondents who were reluctant in giving the required information due to fear of victimization or even felt as if they were being investigated, the researcher worked at winning their confidence by informing them that the study was only to be used for academic purposes and assured them of confidentiality of information given.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provides explanations of the theoretical rationale of the problem of study as well as the empirical framework related to the study. It developed the conceptual framework and reviewed the independent variables in relation to the dependent variable through critique of literature and identification of research gaps.

2.2 Theoretical Review

The study was founded on the stakeholder theory, the theory of sustainability, stakeholder management process model and institutional theory. Mugenda (2011) states that the development of the theoretical framework helps to clarify the implicit theory in a manner that is more clearly defined. It also helps to consider other possible frameworks and to reduce biases that may sway the research interpretation apart from giving a picture of how to conceptualize the research problem, its basis and the analysis to be chosen to investigate that problem. Stakeholder theory models and identifies the groups which are stakeholders of a project, recommends and describes methods by which the interests of those groups can be given due regard to by management. The theory of sustainability on the other hand provides an attempt of making humanity realising the need to utilise resources with the consideration of the future generations. In doing this it prioritized social, environmental and economic dimensions of sustainability. Institutional theory emphasizes on institutionalization, which is the process of institution formation, is the backbone to sustainable development while stakeholder management process model was to come up with methods to manage the relationships and several groups that resulted in a strategic manner

2.2.1 Stakeholder Theory

This is a theory of business ethics and organizational management that addresses values and morals in managing an organization. The proponent of stakeholder theory

is Freeman (2010) who argues that managers have a moral obligation to consider and appropriately balance the interests of all stakeholders. Freeman proposed stakeholder theory as an alternative theory of the firm that would explain the behavior of firm in contrast to the traditional models (Hodgkins *et al.,* 2019).

Stakeholder theory models and identifies the groups which are stakeholders of a project, and both recommends and describes methods by which the interests of those groups can be given due regard to by management (Freeman & Dmytriyev, 2017). Freeman (1984) faulted the traditional models because they depicted the world of managers as dealing with employees, suppliers, and customers only and they also claimed that the firm existed to make profit and serve the interest of one group (shareholders) only (Freeman *et al.,* 2010). The research therefore underscores the different power dynamics of different stakeholders in CSRPs with which management gives due regard.

In the traditional view of the firm, the shareholders or stockholders are the owners of the company (Ranängen, 2017). Stakeholder theory presupposes that there are other parties involved, including political groups, governmental bodies, trade associations, prospective employees, trade unions, communities, prospective customers, associated corporations, and the public at large. Hodgkins *et al.,* (2019) further states that key stakeholders contribute unique and valuable insight into programme implementation and engagement, expanding evaluation beyond participant feedback.

In this study, Boards of management, senior management teams, heads of department and students are considered vital stakeholders that influence the sustainability of CSRPs established in TVETs. The perspective is seen as an instrumental theory of the corporation, incorporating both the market-based view as well as the resource-based view, in addition to a socio-political level (Hong, 2019). It further helps in examining the conditions under which these parties should be treated as stakeholders as well as defining the specific stakeholders of a corporation (the normative theory of stakeholder identification) (the descriptive theory of stakeholder salience) (Freeman, 2010; Ghosh & Jhamb, 2022). The relevance of this theory, hinges on the benefits in the areas of interdependence of stakeholders within and without (Harrison *et al.,*

2019). Similar to a study by Wojewnik-Filipkowska *et al.,* (2019), stakeholder theory provides evidence that early public engagement can contribute to infrastructure-project value (sustainability, effectiveness and utility) which can be implemented at each investment phase of the project life cycle, since stakeholders and their motivation may develop and/or change over time, which necessitates development of proper managerial strategies.

The attributes power, urgency, network and legitimacy of claims define CSRPs stakeholders. Urgency and power must be attended to if managers are to serve the moral and legal interests of legitimate stakeholders. Stakeholder theory thus contains methods for identifying and managing stakeholders (Breesam & Jawad, 2021). Stakeholder theory confirms that stakeholders influence the quality of project and sustainability. The study adopted Stakeholder theory to explain the stakeholder management process in CSRPs.

Freeman and Dmytriyev (2017) state that the main similarity between stakeholder theory and CSR is that both stakeholder theory and CSR stress the importance of incorporating societal interests into business operations since businesses are embedded in society always. Stakeholder theory therefore, explains foundation of stakeholder identification and engagement as variables and places stakeholder's participation at the fore front of any projects. Thus, the theory anchors assessing stakeholder identification and determining stakeholder empowerment on sustainability of CSRPs in TVETs as objectives of the study.

Stakeholder's theory is criticized by Wang'ombe (2015) as being incapable of better corporate governance provision and being fundamentally misguided, business conduct or business performance. Since stakeholder theory rejects the accountability to the owners of the firm but to all stakeholders, it is bound to fail because accountability requires a clear and common purpose and a provide tradeoffs among the competing interests (Freeman & Dmytriyev, 2017; Jensen, 2001). In addition, Freeman and Dmytriyev (2017) state that Stakeholder theory and CSR differ in that stakeholder theory posits the key responsibilities of the business overall, i.e. corporate responsibilities, where responsibility to the society ,that is often

represented by the communities where business operates, is a very vital but only one part among other corporate responsibilities. CSR prioritizes one aspect of business – its orientation toward the society at large – over the other business responsibilities. Other flaws of the theory stem from the fact that it misjudges the prominence of some of the stakeholders among others; a re-examination of the place of society is thus a prerequisite for the strengthening of the theory (Mainardes *et al.,* 2011; Mhlanga & Moloi, 2020).

Other scholars hold the view that, at the least, some important issues within the stakeholder perspective are not yet resolved, and that these issues limit its usefulness. Still others hold the view that, even if all these issues were resolved, the general application of a stakeholder perspective would still not be appropriate (Barney & Harrison, 2020). The theory nonetheless provides for a place of the beneficiaries in corporate governance.

2.2.2 Theory of Sustainability

The theory of sustainability was derived from the United Nations Organization's Brundtland report of 1987 (Imperatives, 1987). This was an attempt of making humanity realising the need to utilise resources with the consideration of the future generations. In doing this it prioritized social environmental and economic dimensions of sustainability. There was emphasis of projects established to be sustainable even after the active project life (UNESCAP, 2009). Scholars therefore, have in this clarion call looked at ways in which this can be achieved with Dobrovolskienė *et al.,* (2017) stating that the process of project implementation should be clear and timely and optimum resources should be dedicated to the project with stakeholders being involved. Sierra *et al.*,(2017) came up with a method to estimate the contribution of infrastructure projects to social sustainability where this method can be applied prior to the implementation of a project and can complement economic and environmental sustainability assessments.

The method is structured in five stages: first, social improvement criteria and goals to be taken into account are identified and weighed; an exploratory study is conducted to determine transfer functions; where each criterion is homogenized through value

functions; the short and long-term social improvement indices are established; and lastly, social improvement indices are contrasted to identify the socially selected alternatives and to assign an order of priority. Silvius (2017) did a content analysis of the articles, the conclusion reached that was that sustainability qualifies a new, distinct and emerging school of thinking in project management.

The defining characteristics of this sustainability school are: having a management for stakeholders' approach, taking in mind projects in a societal perspective, applying triple bottom line criteria, and taking a values-based approach to projects and project management. Hojjati *et al.,* (2017), identify sustainability's impact on project management processes; integrating sustainability's implications into project management and groups; sustainability's impact on measuring, reporting and governing projects; sustainability's impact on project management competencies.

It is generally observed that project management knowledge areas have fallen short of committing to a sustainable approach and that the standards for project management 'have failed to seriously address the sustainability agenda (Obradović *et al.,* 2019). In fact, Silvius and Schipper (2019) state that stakeholder management plays a key role of integrating the project management competencies for projects to be sustainable.

IISD (2010) further gives a definition focused on sustainable management of organizations as 'Adopting business activities and strategies that meet the needs of its stakeholders and the enterprise today while protecting, enhancing and sustaining the natural and human resources that will be needed in the future' (Linger & Owen, 2012). Silvius (2018) further comes up with a checklist of integrating sustainability in projects namely; economic, environmental and social sustainability (Appendix VII). It is this checklist that informs the conceptualization of sustainability of CSRPs in the study. From the adoption of the checklist, sustainability in the study is best defined as the ability of these projects to meet the needs of the beneficiaries and embraces the concept of doing this beyond the time of donor agency, organization or company's involvement in TVETs.

This is conceptualized in terms of economic, financial, social and environmental viability as adopted from Sang (2015) and Silvius (2018). The definition provides for further research in finding out how the stakeholder management process is linked to the general sustainability of the projects established. Stakeholders interact and play role at multiple levels–from local to global level and their interaction and role determine the effectiveness of a development intervention (Olakitan Atanda, 2019). Their roles therefore, have to be well defined from the onset to maximize the output of these interactions, according to their power relations and relative position since This is mandatory for the success of any extension project (Robertson, 2021). Therefore, the objective of assessing sustainability of CSRPs and linking it to the stakeholder management process has been informed by this theory.

The assumptions of the theory are that the sustainability agenda that is embraced at the macro level is cascaded down to the different interventions carried out as projects by corporate institutions at the micro level. Equally, it stipulates policies to be followed at the macro level of development. Specifically, the theory of sustainability explains sustainability of CSRPs as a variable in the study with the emphasis of linking it to the stakeholder management process.

2.2.3 Institutional Theory

Institutional theory was developed by Nelson Phillips, who states that institutionalization, which is the process of institution formation, is the backbone to sustainable development (Schneiberg & Lounsbury, 2017). Institutional theory attends to more resilient and deeper social structure aspects. It is driven by why different organizations which are operating in very different environments are often related in structure (Amenta & Ramsey, 2010). It considers the very processes by which schemas; norms routines, and rules become established as guidelines for social behavior (Kariuki, 2014).

It inquires into how these elements are diffused, created, adopted, and adapted over time and space; and how they fall into disuse and decline (Schneiberg & Soule, 2005). Schneiberg and Lounsbury (2017) state that organizational processes and structures tend to achieve stability and acquire meaning, rather than on the basis of

their efficiency and effectiveness in achieving desired ends like the mission and goals of the organization. This shows that institutions are a critical component in the environment since they have been defined as “normative, regulative, and cognitive structures and activities that provide meaning and stability for social behavior.”

Institutions exert isomorphism, that is, a constraining influence over organizations, which forces organizations in the same population to look like other organizations that face the similar set of environmental conditions (Toner & Martins, 2021). People do things because it’s the norm and not because there are rules that call them to (Kariuki, 2014). A 14-month on-site field study done by Deichmann *et al.*,(2021) in a multinational company, in which they mapped 496 dyadic relationships regarding 17 new product ideas, showed that knowledge sharing can be explained by the ties between people being either strong or weak, rather than intermediate. They also discovered that characteristics of the idea itself shaped how tie strength influenced the duration and breadth of knowledge sharing in idea conversations.

The stability of these institutions depends a lot on their fit with culture and values of the subjects as well as the benefits presented to the people (Schneiberg & Soule, 2005). A systematic review done by Al-Kurdi *et al.*,(2020) showed that there are limited contributions in understanding knowledge sharing in higher education institutions when compared with other sectors. The review provides a number of avenues for future research including technological, behavioral, cultural, and organizational aspects at different levels. The weakness of institutional theory is in not viewing a project as meeting a common need and instinctively bringing people together leading to project sustainability. It often calls for combinations with and more process-oriented studies, or incorporation of other theories.

Herold (2018) states that although current literature acknowledges that stakeholder may affect institutional logics, it is limited to categorize stakeholder influences on the firm-level and it also lacks conceptual clarity. Based on institutional and stakeholder constructs, he demonstrates that institutional and stakeholder theory provide, on different levels, a theoretical foundation to examine the influences on sustainability reporting. The weakness therefore, was catered for by the stakeholder

theory in the research. Institutional theory was adopted in the study since sustainability is successful when institutionalized and goes beyond meeting a common need and must have a knowledge sharing process amongst the stakeholders.

2.2.4 Stakeholder Management Process Model

Stakeholder Management Process Model, developed by Preble (2005) and integrated with issues-process model in 1979 (Freeman, 2010). A stakeholder approach to strategy was born in the mid-1980s from the stakeholder theory as established by Freeman in 1984 (Freeman, 2010). The purpose of stakeholder management was to come up with methods to manage the relationships and several groups that resulted in a strategic manner (Aoyama *et al.*, 2019). It involved integrating these related stakeholder concepts from, organizational theory, systems theory, corporate planning, and corporate social responsibility which stakeholder approach formalized as a framework for strategic management in the 1980's (Ola-awo *et al.*, 2021). This model involves a comprehensive three-step stakeholder management process; stakeholder identification and analysis, implementation and development of stakeholder management strategies, and stakeholder management evaluation (Park & Lee, 2016). This is a construct of a comprehensive stakeholder management process that can ensures stakeholder management practice within organizations (Freeman, 2010; Preble, 2005).

The idea of stakeholders, stakeholder approach and stakeholder management to strategic management, suggests that managers are obligated to implement and formulate processes which satisfy those groups which have a stake in the business (Oyeyipo *et al.*, 2019). The stakeholder management process model is conceptually shown in Appendix VIII. Step one according to the model involves stakeholder identification, the second step involves general nature of stakeholder claims and power implications. Step three has determination of performance gaps, step four has Prioritization of stakeholder demands, step five involves developing organization responses and step six involves monitoring and control.

Diba (2011) simplifies these steps in the model to cover stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment

as explaining the stakeholder management process elaborating on the general stakeholder management. Other than these steps being taken as variables in the study, the specific indicators identified in the process have been incorporated in explaining the variables in the study. The cardinal task in this process is to integrate and manage the interests and relationships of suppliers, customers, shareholders, communities, employees and other groups in a way that ensures the long-term success of the organization (Zwikael & Smyrk, 2019). Sinclair (2011) opines that a stakeholder approach insists on active management of the business relationships, environment, and the promotion of shared interests. The model and approach greatly facilitate the task of introducing a stakeholder perspective into an ongoing organization (Muluka *et al.,* 2021).

Managers and organizations use the process with the recognition that pursuing proactive stakeholder management techniques and adopting a stakeholder perspective will materially advance the functioning and health of their organization as they develop an improved and ongoing fit to an external operating environment which is ever changing (Oguzie *et al.,* 2021). Managers actively incorporate stakeholder management process into an organization's business processes and functions (Diba, 2011; Preble, 2005). It is from the model that objectives and independent variables of the study are derived, namely; Stakeholder identification, communication and stakeholder engagement and empowerment are explained. According to Park and Lee (2016) the model incorporates sustainability in projects and project management processes as it assesses the level of consideration of sustainability with reference to resources, business model, business processes and services or product.

Whenever stakeholders are involved in a project right from the planning phase, they will often provide the resources needed and will also have the ability to control resource flows and the interaction in the network (Zarewa, 2019). Stakeholders have a strong impact on an organization's survival. Their involvement in the project management is therefore appropriate (Obradović *et al.,* 2019). Stakeholders interact and play role from local to global level and their interaction and role determine the effectiveness of a development intervention (Jenney *et al.,* 2020).

Their roles therefore as stated by the Project Management Institute (2013a), have to be well defined from the onset to maximize the output of these interactions. This is supported by Wattoo *et al.*, (2010), who state that projects must always have stakeholder's role in decision making process with their relative position and power relations in mind since This is obligatory for the success of any extension project. The model defines stakeholder management as a process as operationalized in the study adding value to the variables identified.

2.3 Conceptual Framework

The study highlighted the influence of stakeholder management process (Independent variable) on sustainability of CSRPs (Dependent variable).

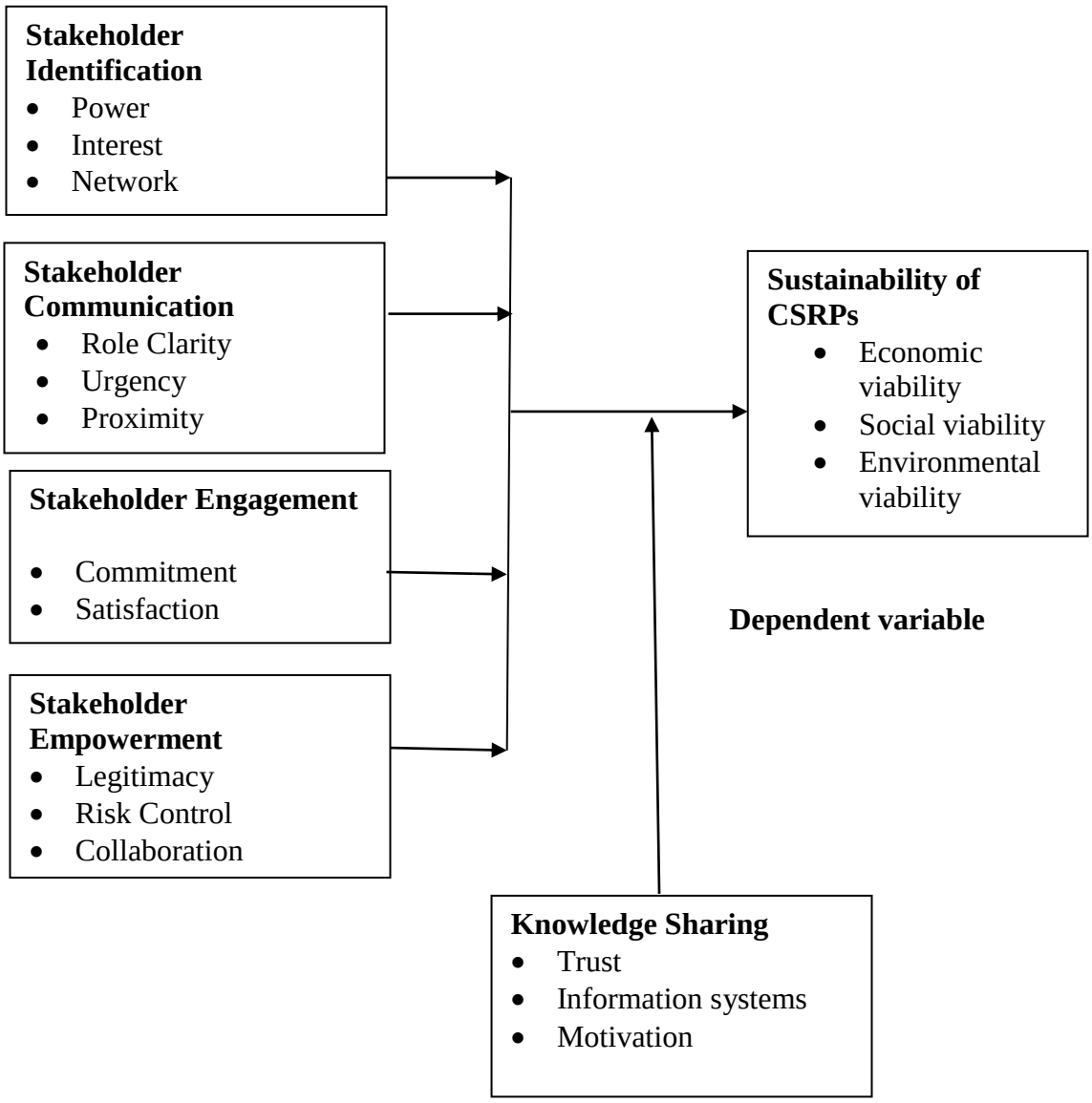


Figure 2.1: Conceptual Framework

The conceptual framework in Figure 2.1 schematically depicts the expected relationships among variables. The independent variable is stakeholder management process comprising of stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment. Sustainability of CSRPs is the dependent variable comprising of economic viability, social viability and environmental aspects of CSRPs initiated. The key knowledge gaps of the study were the moderating effect of knowledge sharing on the relationship between stakeholder management process and sustainability of CSRPs. The framework demonstrates the

moderating effect of knowledge sharing operationalized as trust, information systems established and motivation amongst stakeholders.

The study adopted stakeholder management process variables identified in the stakeholder management process model by Preble (2005) and Rajablu *et al.,* (2015). Diba, (2011) also identifies stakeholder management as consisting of stakeholder identification, communication, engagement and empowerment all of which are processes. These variables that explain sustainability of CSRPs are identified by Sang (2015) and Silvius (2018). Knowledge sharing as a moderating variable has been informed by Foss *et al.,* (2010) as consisting of motivation, trust and information systems.

2.3.1 Stakeholder Identification

Stakeholder identification is a process of identifying those who are affected by the outcome, negatively or positively, or those who can affect the outcomes of a proposed intervention. Stakeholders are identified by performing a stakeholder analysis in which potential stakeholders and relevant information (interests, interdependencies, involvement, influence, and potential impact on project success) are gathered, documented and analyzed (Penzenstadler *et al.,* 2013).

Stakeholder identification and analysis involves trying to understand and evaluate stakeholders from the project team's point of view. This evaluation is done involving the areas of stakeholders' position, interdependencies, motives, relationships among others, from which decisions are made. It involves prioritizing certain stakeholders over others (Muluka *et al.,* 2021). These areas are best summarized by Rajablu *et al.,* (2015) as power, interest and network which was used in the study.

Effective stakeholder management regardless of how small stakeholder's role within the project is involves identifying and ensuring that all stakeholders involved are analyzed (Oguzie *et al.,* 2021). Involving external stakeholders within a project especially from the business world has proven to be beneficial to all parties involved (Pascale *et al.,* 2020).

It remains a project manager's job to identify stakeholders and understand their impact in the project. This is a delegated role done on behalf of the BOG and amounts to a relationship management function (GOK, 2017a). From this process a stakeholder register is made; it identifies in great detail, everything about the stakeholders' function in the project initiated (Oyeyipo *et al.,* 2019). This is essential in establishing stakeholder salience i.e. denial of divergent stakeholder interests may be evidence of "managerial capture" and the extent to which managers give priority to competing stakeholder claims (Greenwood & Van Buren III, 2010).

There is a need to satisfy the minimum expectations of all stakeholders, but that however is expedited by the need to identify the stakeholders who require the most attention and then satisfy further, the needs of those stakeholders who have been analyzed as requiring the greatest priority (O'Riordan & Fairbrass, 2014). There is emerging agreement among scholars that sustainability challenges especially in projects require new ways of knowledge production and decision-making (Agarwal & Kalmár, 2015). Whereas others like Fadeeva (2010) support establishment of competencies, others view it as a process (Zwikael & Smyrk, 2019) and others emphasize on the identification of the right indicators to measure sustainability (Olakitan Atanda, 2019). When identifying affected stakeholders, it is argued that a systematic approach many times works well, beginning with delineating the project's geographic sphere of influence (Rajablu *et al.,* 2015). The nature of stakeholder relationships is highlighted by Missonier, and Loufrani-Fedida (2014) who come up with stakeholders' analysis of and engagement in a project and demonstrate that the roles, nature, and relations between stakeholders co-evolve with the project's definition and trajectory.

This is only an approach of stakeholder analysis yet there are other aspects of stakeholder management process that are not identified. Klijn *et al.,* (2012) explore The analysis showing that involving stakeholders does make a difference and has positive effects on the clarity of the brand concept. The research furthers the discourse to sustainability of projects.

2.3.2 Stakeholder Communication

This is the process of developing appropriate management strategies to effectively engage stakeholders throughout the lifecycle of the project, premised on the analysis of their needs, interests and potential impact on project success. The key benefit of this process is that it provides a clear and actionable plan of interacting with project stakeholders to support the project's interests (Project Management Institute, 2013b).

Communication is a key component across all factors of their project implementation profile and often seen as lubricant that keeps everything working properly (Sanghera, 2019). It is therefore essential within the project team, between the team and the rest of the organization, and with the client (Ghaleb & Abdullah, 2021). If stakeholders are not sure of their allocated tasks, how to accomplish them, the entire project will cease (Nguyen & Mohamed, 2020). This is supported by Meredith and Mantel (2017) who add that if one does not know what the tasks of project stakeholders then he/she will be unable to monitor the progress of the project.

Maintaining open, accurate and regular channels of communication within the different levels of the project stakeholders and staff is vital to ensuring smooth and efficient flow of instructions from initiators of projects to the beneficiaries and sufficient warning of changes and risks to enable preparation and early assessment (Binder, 2015). It is necessary that the project stakeholders know their expectations; tasks, time frame of activities, quality specification, what budget and time constraints they are working towards (Nguyen & Mohamed, 2020).

Turner (2016) states that an effective communication plan enables team development since, proper communication actually gives the reason for the project team to work together, conceptualize tasks and objectives to be completed. According to him, better communication ensures better performance. Coombs (2010) equally states, effective communication makes it easier to update stakeholders. Finally, effective communication saves on creation of necessary project documentation by undertaking effective communication steps from the time the project starts; there will be reduction in project documentation. Companies can not only initiate appropriate stakeholder attitudes and acceptable support behaviors like seeking employment,

purchase, and company investment, but also, build corporate image, enhance stakeholders' advocacy behaviors and strengthen stakeholder–company relationships by engaging in CSR initiatives (Corbett *et al.,* 2018). Based on the information contained in the communication plan and stakeholder analysis register, the project manager is responsible for engaging stakeholders throughout the project's lifecycle (Ghaleb & Abdullah, 2021). The study links such an analysis to the sustainability of CSRPs initiated to stakeholders' defined roles, proximity and urgency to address emergent issues as documented by Preble (2005).

A study by Heravi *et al.,* (2015) is limited to stakeholder involvement level in the planning phase of projects and only utilize the perceptions of only four stakeholder groups. Shah and Naqvi (2014), introduce role clarity as a moderator in stakeholder relationship. Nataliia *et al.,* (2018) come up with a research that guides project managers and investors find the best stakeholder involvement that helps to optimize project scope definition. Whereas these studies are fundamental to defining aspects of project management, they do not link them to sustainability.

A study by Ditlev-Simonsen and Midttun (2011) identify branding, stakeholders and value maximization to be key motivators of sustainability. The same thought is read from Kibera (2013) yet these studies do not categorize the nature of participation and the subsequent levels of stakeholder involvement. Whereas Majava and Haapasalo (2015) suggest a need for good internal co-operation and systematic way of working between product management, research and development, and other stakeholders, the research just like others does not categorize external recipients as stakeholders.

2.3.3 Stakeholder Engagement

Stakeholder engagement is seen as a process by which an organization involves relevant stakeholders who may be affected by the decisions it makes or can influence the implementation of its decisions for a purpose to achieve accepted outcomes (Tero, 2014). Stakeholder engagement has the implication of willingness to listen; willingness to discuss issues of interest to stakeholders of the organization; and, critically, the organization has in essence prepare to consider how it operates and changing what it aims to achieve and (Murphy *et al.,* 2021).

Indeed, engagement involves stakeholder relations along a range of values of possible interactions that also include activities like media outreach, message delivery, lobbying, deal negotiations, advocacy, coalition development, damage control, focus groups, issue management, research surveys and benchmarking (Pyrialakou *et al.,* 2019). Stakeholder engagement requires a commitment to actively engage with stakeholders, listen to them, build a relationship with them and then respond to their concerns in a mutually beneficial way (De Brucker *et al.,* 2013).

Engagement should be seen as not end in itself, but a means to help build better relationships with the societies that we operate in, finally ending up in improved business planning and performance (Sufia Azlan *et al.,* 2020). Murphy *et al.,* (2021) state that the successful delivery of any project deliverables highly depends on stakeholder engagement and management, and the effective engagement and management of stakeholder relies on project manager's ability to identify stakeholders' expectations from the beginning to close-up.

Stakeholder engagement involves commitment, time and resources (Murphy *et al.,* 2021). Each stakeholder's level of engagement may vary over the course of the project (Pascale *et al.,* 2020). For instance, during the beginning stages of the project, it is essential for the project managers to ensure high engagement of stakeholders (Sleep *et al.,* 2021).

Its pivotal for project managers to ensure that stakeholder engaging is evident before the project start off, clearing obstacles and achieving staff buy-in (Project Management Institute, 2013b). As the project progresses on, the level of engagement shifts from key stakeholders to the broader end-users and project team (Murphy *et al.,* 2021). Stakeholder engagement process begins with stakeholder identification that involves determination of who the project stakeholders are, including their key sub-groupings and groupings (Strand & Freeman, 2015). From The, flows stakeholder analysis, a deeper look at stakeholder group interests, what influence they could have on the project, to what degree, and how they will be affected (Camilleri, 2015). A stakeholder engagement strategy is built from the answers to these question with keeping in mind that not all stakeholders in a particular sub-

group or group will necessarily have unified opinions or share the same concerns or priorities (Rodriguez-Melo & Mansouri, 2011).

When identifying affected stakeholders, Anderson *et al.,* (2012) state that a systematic approach usually works well and it begins with delineating the project's geographic sphere of influence. The nature of stakeholder relationships is highlighted by Missonier, and Loufrani-Fedida (2014) who come up with stakeholders' analysis of and engagement in a project and demonstrate that the roles, nature, and relations between stakeholders co-evolve with the project's definition and trajectory. This is only an approach of stakeholder analysis yet there are other aspects of stakeholder management that are not identified.

Zwikael and Smyrk (2019) explore this analysis showing that involving stakeholders does make a difference and has positive effects on the clarity of the brand concept. The research furthers the discourse to sustainability of projects. There is little literature available about the CSRPs management in the TVETs. The study involved both internal and external stakeholders because CSRPs benefit both and are meant to be sustainable.

2.3.4 Stakeholder Empowerment

Stakeholder empowerment can be viewed as both a condition and a process. It is a condition where stakeholders are given the authority to act, choice of actions, and control over decisions and resources is held by them rather than the donor agencies or organization (Timothy, 2007). It is also a process whereby there is transfer of control or devolution of power to individuals and/ or a community benefitting from the support as applies to projects (Pascale *et al.,* 2020). In this particular case, there is exercise of power in one form or another and the beneficiaries take responsibility for their own projects (Amran *et al.,* 2013). They have ownership of both problems and solutions such that development becomes attainable and sustainable (Boley *et al.,* 2015).

There is a distinction of empowerment from community participation when Boley *et al.,* (2015) refer to empowerment as the "top end of the participation ladder." This is

where members of a community are active agents of change and they have the ability to, implement actions, make decisions, find solutions to their problems, and evaluate their solutions. According to them, it is easier to invoke participation than to empower, and easier to empower than to build consensus.

The research therefore views ownership as the acceptance of responsibility through stakeholder participation, empowerment and consensus. Barrett *et al.,* (2021) view sustainability through partnerships that capitalize on collaboration practices. According to them, collaborators share responsibility for providing resources and share credit for project success. Resources are seen as "enabling factors"; which are potentially critical inputs to foster an empowerment process, rather than part of empowerment itself. Many of the traditionally used variables or "proxies" for empowerment, such as employment and education, are described as "sources" or "enabling factors" of empowerment" (Kishor, 2000). Collaboration is therefore an indicator of stakeholder management process.

Stakeholder empowerment is enhanced through participation and transfer of skills whereby stakeholders assume responsibility for identifying problems, prioritizing needs, mobilizing resources, negotiating, planning, implementing and evaluating activities for the common good on an on-going basis (Civera *et al.*, 2019). Raeburn (1993) as quoted by Okoth (2012) views community empowerment as an interplay between individual and community change with a long time-frame. It is worth noting that empowerment of stakeholders may therefore not be felt until long after the intervention has been completed and it may not be possible to assess empowerment outcomes, as social and political change, during the programme period.

As a result, there needs to be a link of stakeholder empowerment to sustainability of CSRPs initiated. Manage-through-Stakeholder as identified by Rajablu *et al.,* (2015), consists of five observed mediator variables of stakeholder identification and classification, communication, engagement, empowerment, and risk control. Stakeholders are always on the fore front of carrying out risk audits which enable the project managers to determine the effectiveness of the overall risk management

processes being on the project (Kinyua, 2016). This is done to ensure that these processes are appropriate to the projects initiated (Ngundo, 2014).

The second purpose of a risk audit is to examine whether a planned risk response has been effective in dealing with an identified risk (Leung & Olomolaiye, 2010). A risk management plan will therefore set out the frequency, objectives, and format for a risk audit in either category. Stakeholders perform risk audits as part of routine project meetings or focused risk auditing meetings (Manetti & Toccafondi, 2012). The study identifies the central role of stakeholders in the risk management process and links it to the sustainability of the projects initiated. Typical projects initiated under CSR just like other community-based projects have a relatively short life once its original funding base expires (Oino *et al.,* 2015). Equally, inadequate information and understanding of what sustains these projects or programmes has led to the study focusing on how CSRPs can be sustained past their initial funding base (Epstein & Buhovac, 2014).

Most of the companies fund projects based on the profits made for that particular year and this has a direct influence on funding whenever these profits dip (Laplume *et al*., 2020). Muthuri and Gilbert (2011) state that Kenya has conditions that stifle CSR uptake such as lack of the government's commitment and capacity to enforce regulation and government regulations especially on funding of initiatives and projects.

2.3.6 Knowledge Sharing

Knowledge sharing is an exchange of knowledge between two individuals, designed to transform individual knowledge into organizational knowledge leading to lead to improved absorptive capacity, improved innovation capacity, and other capabilities (Foss *et al.,* 2010). It is also seen exchange of knowledge between two individuals; one who communicates knowledge and one who assimilates it (Abdelwhab Ali *et al.,* 2019). In knowledge sharing, the focus is on human capital and the interaction of individuals since it can never be shared (Oliveira & Pinheiro, 2020). Because it exists in a context; the receiver interprets it in the light of his or her own background (Rubel *et al.,* 2021). Facilitating knowledge sharing within organizations is a difficult

task as this entails the willingness of people to integrate and share their knowledge as the central barrier (Lam & Lambermont-Ford, 2010). A major distinction between knowledge sharing and knowledge transfer (terms that may sometimes be used interchangeably) is that transfer implies focus, a clear objective, and unidirectionality, while knowledge may be shared in unintended ways multiple directional without a specific objective (Tamsah *et al.*, 2020).

Focus on knowledge sharing is important because of four reasons as stated by Foss *et al.,* (2010); It is designed to convert organizational knowledge from individual knowledge and, hence, it is a fertile context to analyze issues related to level of constructs. Secondly, sharing knowledge may result into improved innovation capacity, improved absorptive capacity and other capabilities. Since knowledge sharing may be an important antecedent to problem-solving activities, it therefore, has the potential to contribute to sustained competitive advantage. Third, it is difficult to conceive modern organizational life without knowledge sharing processes taking place because not all organizations involve themselves in new knowledge creation. Finally, executives and other practicing managers continue to be interested in explanations and predictions of how knowledge sharing can be steered in desired directions.

Empirical research has shown a strong and positive relationship between the adoption of firms' performance and knowledge management practices (Abdelwhab Ali *et al.,* 2019; Tamsah *et al.,* 2020; Watetu, 2015). Specifically, the findings indicate that information systems, trust, communication, organization structure and rewards are positively related to knowledge sharing in organizations (Zhao *et al.,* 2020). Wang and Noe (2010) identify five areas of emphasis of knowledge sharing research; interpersonal and team characteristics, organizational context, individual characteristics, cultural characteristics, and motivational factors. Fairness, identification and openness are seen as ways to encourage individuals to contribute personal knowledge and to assist community members to share their expertise (Fayyaz *et al.,* 2021).

Both tacit and explicit knowledge sharing practices facilitate performance and innovation (Oliveira & Pinheiro, 2020). Explicit knowledge sharing has more significant effects on financial performance and innovation speed while implied but not expressed knowledge sharing has more substantial effects on operational performance and innovation quality (Z. Wang & Wang, 2012). Reychav and Weisberg (2010) further add that the intent to share explicit knowledge influences detailed knowledge-sharing behavior to an equal extent both directly and indirectly. However, implied but not expressed knowledge-sharing behavior is influenced directly by the intent to share the knowledge and less indirectly by the intention to share explicit knowledge.

Results of research done by Han *et al.*, (2010) showed that employee participation in decision making was a positive association with psychological ownership. Psychological ownership was positively related to organizational commitment. A positive relationship existed between organizational commitment and knowledge sharing. Stakeholders too just like employees need the kind of ownership in projects.

Pinjani and Palvia (2013) state that when shared knowledge is incomplete, individuals interrelate less. When team members are unable to interrelate, knowledge integration is less likely to occur (Halisah *et al.*, 2021). Therefore, efficiently managed team knowledge has a positive influence on the success of the team's project. In addition, trust and dependence maintain a strong impact on knowledge sharing, resulting into good team project performance (Park & Lee, 2016).

Major knowledge sharing barriers identified by Santos *et al.*, (2012) are; inadequate information technology, codification process, strategy by the workers, lack of initiative, and lack of resources and time. Nonetheless, effective leveraging of organizational knowledge resources can ensure that the right knowledge is available to the right people, at the right time and, as a result, improves the quality of decision making and problem solving. The study therefore linked knowledge sharing to stakeholder management process and CSRPs since the tenets of knowledge sharing affect both project ownership (sustainability) and knowledge management (stakeholder management process). The study further conceptualized knowledge

sharing as consisting of trust, information systems and motivation as contemplated by Foss *et al.*, (2010).

2.3.7 Project Sustainability

The IISD (2010) gives a definition dwelling on sustainable management of organizations as 'adopting business activities and strategies which meet the needs of the organization and its stakeholders currently while sustaining, protecting and enhancing the human and natural resources that essential in the future (G. Silvius & Schipper, 2014).' The Asian Development Bank (2010), views sustainability as focusing on the continuity of project outcomes during the life of the project. It further comes up with, eight factors to be taken into account while assessing sustainability; technical soundness, government commitment, socio-political support, economic viability, financial viability, institutional, organizational, and management effectiveness, environmental impact and resilience to exogenous factors.

This responds in the most practical way to accountability for resources used. It also results in a focus on financial and institutional aspects of project sustainability, although other factors can also be important. The study adopts this point of view as adopted by Sang, (2015) who views sustainability as the ability of these projects to meet the needs of the beneficiaries and embraces the concept of doing The beyond the time of donor agency, organization or company's involvement in TVETs. The sustainability is conceptualized as consisting of economic, financial, social and environmental viability.

Project sustainability is achieved if any project should be designed to produce a continuous flow of outputs, outcomes, and services for a long time over its economic or useful life. IFAD Strategic Framework 2007-2010 (IFAD, 2007) explain the concept of sustainability being contributed to or distracted by a number of factors which include political, social, ownership of projects by target groups, institutional, economic and financial elements, technical soundness, and environmental factors (G. Silvius, 2018). The study conceptualizes ownership and independence of CSRPs as indicator variables that explain project sustainability. They are two variants of viabilities, viz financial and economic. Economic viability is a static concept which

refers to the efficiency with which resources are employed in the production process at a given period (Caniglia *et al.,* 2021). An SCP therefore, can be said to be more economically viable (or efficient) if its total factor productivity is greater at a given point in time.

For an existing company or a new investment, the viability means that the returns are more than the cost of capital. Financial viability looks at only the profit vis-a-vis the investment while economic viability looks at issues like the development of a backward region, creation of direct and indirect jobs, ecological effects if any among others (Newig *et al.,* 2019). An organization or institution may go ahead with some projects even if they are not financially viable, considering the economic viability or overall economic benefits (Silva *et al.,* 2018). Projects are supposed to secure financing and be economically feasible – whether from concessional, commercial or public sources – while exhibiting a positive impact on the environment and society (Tomosk *et al.,* 2015). In the study, ability to secure resources and funding of CSRPs was an indicator of economic viability while the ability to have continued benefits after funding was an indicator of financial viability.

Stakeholder theory underscores the fact that stakeholders have the ability to contribute to sustainability if motivated to do so (Wuni & Shen, 2020). Every effort should be made to encourage active and broad stakeholder engagement right from the planning to monitoring and evaluation processes. Under Corporate Social responsibility, CSRPs play an important role of establishing the good relationships of the organizations and the communities that these organizations serve and gain from. It is therefore paramount to establish projects that the cordial relationship between the two. The study conceptualized coexistence of between the stakeholders and the stakeholders who manage CSRPs established as a variable indicator that best explains sustainability of these CSRPs.

There is emerging agreement among scholars that sustainability challenges especially in projects require new ways of knowledge production and decision-making (Silva et al., 2018). Whereas others support establishment of competencies (Fadeeva, 2010), others view it as a process (Oyeyipo *et al.,* 2019). Turcu (2013) emphasizes on the

identification of the right indicators to measure sustainability contrary to traditional project management which concentrates mostly on internal stakeholders. Stakeholder management process in The study attends to stakeholders who are internal to, external to, or interface with an organization (Rajablu *et al.,* 2015) linking it to sustainability of CSRPs.

Table 2.1: Operationalization of Variables

Variable Type	Sub-Variables	Variable Indicator	Measurement Tool	Adopted Source
Stakeholder Management Process (Independent Variable)	Identification	Power	5-point Likert scale.	Preble, (2005).
		Interest	Composite of 10 items	Rajablu et al, (2015).
		Network		
	Communication	Role clarity	5-point Likert scale.	Preble, (2005).
		Urgency	Composite of 10 items	Rajablu et al, (2015).
		Proximity		
	Engagement	Commitment	5-point Likert scale.	Rajablu et al, (2015).
		Satisfaction	Composite of 10 items	
		Rapport		
	Empowerment	Legitimacy	5-point Likert scale.	Rajablu et al, (2015).
		Risk Control	Composite of 11 items	
		Collaboration		
Knowledge Sharing (Moderating Variable)	Trust	Openness	5-point Likert scale.	Foss, *et al.*, (2010). Ismail Al-Alawi, *et al.*, (2007).
		Management	Composite of 9 items	
	Information systems motivation	Information system		Wang and Noe (2010)
		Interpersonal and team characteristics		
Sustainability of CSRPs **(Dependent Variable)**	Economic viability	Securing funding	5-point Likert scale.	Silvius, (2019) Sang (2015)
	Financial viability	and resources	Composite of 11 items	
	Social viability	Continued benefits		
	Environmental viability	Project ownership		
		Coexistence		

2.4 Empirical Review

The study identified research gaps in limitations highlighted in journals and publications and enlists how it intends to fill. In recent years, sustainability in project management, projects and stakeholder management process (study's emphasis) has attracted much attention in the literature. Papers that have been published in academic journals and theses focus on projects and project management application of skills, techniques, tools and knowledge to the project activities so as to meet project success or application and integration of the project management processes. Silvius and Schipper (2019) for instance, identify three pillars of sustainability, namely; economic, environmental and social sustainability. These addresses the implicit understanding of integrating sustainability into project management and involving groups in project management processes; the impact governing, measuring, reporting and projects with the strong effect of sustainability on project management competencies.

For effective promotion of sustainability of projects initiated, these projects should build on local management structures (Oino *et al.,* 2015). Since the capacity of local agencies to absorb new structures, systems, ideas and funds is often not adequately assessed and over-optimistic assumptions are often made, they highlight lack of adequately training personnel for effective project delivery to support project longevity after handing over the projects to the institutions.

2.4.1 Stakeholder Identification and Sustainability

A study by Maina and Kimutai (2018) sought to investigate the influence of stakeholder management on project performance with the specific objectives being: to determine the influence of stakeholder need and expectation identification; communication; conflict management and stakeholder participation on project performance. From the findings it was recommended that the government ensures that there is stakeholder involvement is adequately covered during the feasibility study of the projects; that the channels, format, frequency and responsibility of sharing of the progress report to the stakeholders be well defined during the initial

stages of the intervention; that project management should adopt a proactive approach other than reactive approach in determining the highly susceptible issues and identify possible solution.

Dooms (2019) further this argument by critically review the stakeholder management literature applied to port(s) and port authorities, in terms of stakeholder identification and mapping and conclude on the generic stakeholders identified across all contributions, and highlight the rising importance of local community inclusion for port sustainability. Six major elements identified in this review are put for consideration in future port planning and design processes, with the aim to achieve a more sustainable port development, which solely require organizational and cultural change within port managing bodies in terms of the principle that stakeholders, such as local communities, provide opportunities, and are not to be seen as a mere threat to port development. To develop a systematic approach to identifying and classifying stakeholders, and engaging them (Hargrove & Heyman, 2020) was considered as vital in ascertaining sustainability of CSRPs in TVETs.

2.4.2 Stakeholder Communication and Sustainability

Ghaleb and Abdullah,(2021) in their study proposed a framework for the roll of effective communications to all stakeholders in moderating project complexity to improve project success. In the study the main contribution was bridging this gap of knowledge by empirical examining the relations between complexity of construction projects and project success with the interaction of effective communications to all stakeholders as a moderator in order to enhance development of construction projects in Malaysia and assist scholars and practitioners to achieve maximum project success.

A new framework of factors affecting project success as developed by Charles and Chang-Richards (2021a) highlights stakeholder communication as key amongst the nineteen factors established and also among the critical success factors identified by Wang *et al*. (2022). Further, there is a positive correlation between relational governance and public and private partnerships infrastructure project sustainability that is regulated by public involvement (Tian *et al.*, 2021). An integrated framework

for stakeholder identification, understanding, engagement and role management is proposed (Kua, 2016).

Finally, Beske *et al.*,(2019) assessed the disclosure on materiality analysis in sustainability and integrated reports through the lenses of legitimacy and stakeholder theory. The study revealed that materiality analysis is a growing phenomenon. Garrod *et al.,* (2012) use this theory in defining stakeholder management but, the theory leaves open the question of how stakeholder management process should best be implemented as an organizational strategy in a particular context.

The research filled the gap by focusing on the boundaries as to what constitutes a stakeholder group and uses stakeholder model to assess the internal relationship. The framework used incorporates a framework for analyzing actors, relationships and interests utilized in the analysis of power. The study sought to establish role clarity, urgency and proximity of stakeholders to projects and how this influence sustainability of CSRPs.

2.4.3 Stakeholder Engagement and Sustainability

Stocker *et al*.,(2020, p. 1) presented an analysis criteria used to identify and classify the level of engagement between stakeholders and firms. The results indicated that, although strategic involvement actions were at a high-quality level, they were the least adopted by the companies studied, which concentrated their engagement actions at the least complex levels. They then proposed a matrix of engagement strategies as a tool that is formed by nine strategic quadrants, providing clear differentiation between engagement strategies that can be used to improve sustainability reports and to rethink the quality and focus of actions with stakeholders.

A case study done by Dobrovolskienė *et al.,* (2017) showed that project managers in Lithuania still do not give much regard to sustainability when making their decisions. The study documented that only a limited number of sustainability criteria are taken into account by project managers in their decisions. Results showed that a project manager gives more consideration to sustainability in project management decision making than a project team member. Thus, stakeholder engagement was considered a

necessary gem in assessing sustainability in firms. The same was borrowed in the research to assess stakeholder engagement in CSRPs in TVETs.

The nature of stakeholder relationships is highlighted by Missonier, and Loufrani-Fedida (2014) who come up with stakeholders' analysis of and engagement in a project and demonstrate that the roles, relations, nature and between stakeholders progressively grow with the project's trajectory and definition. This is only an approach of stakeholder analysis yet there are other aspects of stakeholder management that are not identified. Klijn *et al.,* (2012) explore this analysis showing that involving stakeholders does make a difference and has positive effects on the clarity of the brand concept. The research furthered the discourse to sustainability of projects. A study by Knoepfel and Taylor (2010) highlights on ethical behaviour as a variable of social sustainability in projects. This includes investment and procurement practices, bribery and corruption and anti-competition behaviour. Project ownership promotes project support by all stakeholders involved in the project, hence reducing community resistance in participation in project activities. This in turn increases project efficiency and effectiveness, which impacts positively on project sustainability.

2.4.4 Stakeholder Empowerment and Sustainability

Curșeu and Schruijer (2017) argue that decision quality increases when stakeholder interest diversity is expressed through task conflict which in their study refers to exploration and the extensive information sharing. It is argued that decision quality is compromised if stakeholder diversity is suppressed and false consensus occurs, that is, when task conflict is not tolerated or when decision makers and this sense stakeholders, fail to acknowledge and work with their differences (Ghaleb & Abdullah, 2021).

Stakeholder empowerment ensures transfer of control or devolution of power to individuals and/ or a community benefitting from the support as applies to projects (Pascale *et al.,* 2020). In the particular case, there is exercise of power in one form or another and the beneficiaries take responsibility for their own projects (Amran *et al.,* 2013). They also have ownership of both problems and solutions such that

development becomes attainable and sustainable (Boley *et al.,* 2015). Since sustainability depends on a balanced relationship of the triple bottom line – people, profit and planet (Gallagher et al., 2018). The study sought to link stakeholder empowerment to sustainability of CSRPs with the desire to assess its influence.

2.4.5 Knowledge Sharing and Sustainability

Effective knowledge-sharing is necessary to increase an individual's behavior and willingness to exchange knowledge and results gained from such an exchange can include indirectly increasing an individual's willingness to share their knowledge(Shehab *et al.,* 2019). Sharing knowledge with members (stakeholders) often helps organizations to improve their work experiences and ultimately gain more success; in the study, this referred to the involvement of stakeholders as a whole in projects. A research done by Maende (2021) which revealed that organizational structure was able to moderate positively between knowledge management practices and employee performance if employees in public universities in Kenya felt empowered by it, and if there was coherent communication channels which facilitated information flow amongst employees to enhance teamwork and cooperation.

Knowledge management is sensitive to tacit dimension which is partly or fully subconscious (S. Li *et al.,* 2022). As a result aspects of power, interest and acknowledgement of network is often difficult to separate its human owner and is therefore intangible in character hence making stakeholder identification complex (Maende, 2021). There is a consensus that stakeholder power and interest however, are expected have a strong correlation with stakeholder management strategies (Nguyen & Mohamed, 2020).

A study by Nyambura,(2018) showed that all the independent variables in the study were not significant predictors of the performance of the manufacturing firms in Kenya except organizational characteristic. However, the model on the joint moderation effect of ICT use on the relationship between supply chain risks and firm performance was found to be significant, this might have been due to organizational characteristic risk. Moderation effect of knowledge sharing is significant when

focusing on stakeholder management and sustainability and the study sought to assess what sub variable of stakeholder management process would have positive effect. A summary of empirical evidence on relationship between variables and sustainability is shown in Table 2.2

Table 2.2: Summary of Empirical Evidence on Relationship between Variables and Sustainability

Variable Type	Sub-Variables	Positive	Negative	Non-significant
Stakeholder Management Process (Independent Variable)	Identification	(Dooms, 2019; Hargrove & Heyman, 2020; Maina & Kimutai, 2018; Preble, 2005; Rajablu *et al.*, 2015)		(Zwikael & Smyrk, 2019)
	Communication	(Charles & Chang-Richards, 2021b; Ghaleb & Abdullah, 2021; Kua, 2016; Tian *et al.*, 2021; T. Wang *et al.*, 2022)		(Beske et al., 2019; Garrod et al., 2012)
	Engagement	(Dobrovolskienė *et al.*, 2017, 2019; Silva *et al.*, 2018; G. Silvius & Schipper, 2019; Stocker *et al.*, 2020)		
	Empowerment	(Amran *et al.*, 2013; Curșeu & Schruijer, 2017; Gallagher *et al.*, 2018; Pascale *et al.*, 2020; G. Silvius, 2018)	(Klijn et al., 2012; Missonier & Loufrani-Fedida, 2014)	
Knowledge Sharing (Moderating Variable)	Trust	(K. Li *et al.*, 2019; Maende, 2021; Nguyen & Mohamed, 2020; Nyambura, 2018)		(Shehab *et al.*, 2018)
	Information systems motivation			

2.5 Critique of the Literature Review

A study done by Rajablu *et al.,* (2015) uses stakeholder theory and makes use of the body of knowledge developed in the field of project management together with a number of other theories to assess the specific function of stakeholder-based management in determining project success. The study goes beyond the fundamental power-based frameworks incorporate six key influential attributes that examine their mediating and direct effects on project success. The research results helped develop a stakeholder-based project management model (SBPMM) and a new type of stakeholder influential attributes (TSIA) that aid managing for stakeholders' principle and strategy. However, the study fails in conceptualizing project sustainability as a factor of project success. Further SBPMM model assumes that knowledge sharing does not influence stakeholder management process. The research therefore, used stakeholder management to strategy model with institutional theory to further explain stakeholder management process and link it to sustainability of CSRPs in Kenya.

An analysis of factors affecting the external stakeholder management process that explain building construction project was done by Waghmare *et al.,* (2016). The research identified 30 factors explaining the stakeholder management process which were categorized in six groups in the survey. The research used Likert scaling to rank questions that have an agreed level.

The most top three factors that affect the process were ranked based on their relative importance index are; hiring a project manager with high competencies, ensuring effective communication between the project and transparent evaluation of the alternative solution based on stakeholder concern and its stakeholder. The research fails in linking stakeholder management process to sustainability. Successful project delivery is different from sustainability which the research intends to investigate.

A research done in Ghana on critical success factors (CSFs) that explain enhanced stakeholder management was done by (Eyiah-Botwe *et al.,* 2017). The study evaluated and identified CSFs as part of a broader study aimed at Coming up with "Sustainable Stakeholder Management Framework for Developing Countries".

Thirty- Five (35) critical success factors were identified. Using exploratory, qualitative survey a questionnaire was used to confirm 35 CSFs identified and relative importance index for analysis. Early stakeholders' identification; political environment; managing culture and communication; formal stakeholder management process, project managers' competence; was highly ranked. The research fails to link CSFs ranked in the Stakeholder Management Process to on sustainability. The study used the CSFs highly ranked as variables and indicators in the stakeholder management process to assess its influence on sustainability of CSRPs specifically in Kenya

A study on the relationship between stakeholder management strategies and the financial performance of Deposit Taking Saccos (DTS) in Kenya was done by Kinyua (2016). He highlights these strategies as offensive strategy, hold strategy, defensive strategy, swing strategy and CSR strategy. Maina and Kimutai (2018) investigated the influence of stakeholder management on project performance with the specific objectives being to determine the influence of stakeholder need and expectation identification; communication; conflict management and stakeholder participation on project performance. Equally, Smakalova (2012) has researched in the area of stakeholder management strategies as a marketing strategy in industry companies. The researches however, do not highlight the aspect of sustainability which is essential to any projects initiated. The research added value to researches made on stakeholder management by focusing on the process.

Research on establishing the critical determinants of projects sustainability using projects in Kenya funded by the World Bank was done by Sang (2015). Project sustainability determined by checking the continual flow of benefits to the beneficiaries, existence of evidence of project outcome, the extent to which the facilities were operational, the project design and institutional support. The study however, considers stakeholder participation as one of the institutional factors and assesses these alongside other factors like clarity of obligation, integration of objectives and project organization. This study argues that stakeholder management process is more than just participation and must be seen in its entirety. It is also

essential to determine stakeholder management process and how it influences project sustainability.

Sustainability can be looked at in terms of project continuity, achievement of project objectives, budget allocation and member enrolment (Bukhala & Ganesh, 2016). Kihiu (2017) adds freedom from need for external support to support the project to the list. Others defined these indicators differently (Achieng'Adhola, 2016; Gitau, 2015; Maina & Kimutai, 2018; Matu *et al*., 2020; Mutai, 2016; Ochieng, 2016; Onkoba, 2016). What is common in their studies is that for projects to be sustainable they should be able to have desirable outcomes and that there should be continued benefits from it. The researches however have not looked at CSRPs in TVETs. The study operationalized sustainability from the aforementioned common definition and link it to stakeholder management process.

2.6 Summary of Reviewed Literature

The chapter reviewed the various stakeholder and institutional theories and stakeholder approach to strategy and stakeholder management process models that explain the independent and dependent variables. The reviewed theories and models have then been critiqued for relevance to specific variables. The chapter also explored the conceptualization of the independent and the dependent variables by analyzing the relationships between the two sets of variables. In addition, an empirical review was conducted where past studies both local and global is reviewed in line with the following criteria, scope, title, methodology that results into a critique. It is from the critiques that the research gap was identified.

A clear picture of stakeholder management strategies that influence sustainability have emerged from previous studies. However, despite development of this literature, stakeholder management process as extended by the strategic management process model is scantly explained in the literature and little is documented as to whether there is sustainability of CSRPs in TVETs. As such, the existing body of knowledge is not sufficient enough to explain stakeholder management process as a determinant that influences sustainability of CSRPs in Kenya.

2.7 Research Gaps

From the foregoing review of literature, a vast amount of empirical research that has been conducted in developed countries on stakeholder management strategies is that effective and efficient stakeholder management is crucial for project success (Eyiah-Botwe *et al.,* 2017; Maina & Kimutai, 2018; Waghmare *et al.,* 2016). Research by Mainardes *et al.,* (2011) for instance, has theoretical convergence on the development of stakeholder theory and Garrod *et al.,* (2012) use this theory in defining stakeholder management but the theory leaves open the question of how stakeholder management process should best be implemented as an organizational strategy in a particular context. The research used stakeholder theory together with stakeholder management process model to explain how stakeholder management process is linked to sustainability. Few authors have identified different barriers which hinder the project success in different projects and linked them to sustainability like lengthy approval procedures, existing administrative system, change orders, lack of ownership lack of authority, and poor estimation of activity cost among others (Charles & Chang-Richards, 2021a; Ghaleb & Abdullah, 2021; T. Wang *et al.,* 2022).

These barriers include insufficient implementing capacity, inadequate monitoring and evaluation, lack of standardized methodologies to guide project management, weak project design, insufficient stakeholder participation and political interference (Kihiu, 2017; Maina & Kimutai, 2018; Muluka *et al.*, 2021). However, all of them have emphasized on further research to investigate the limitations and potential for project management system beyond project life; sustainability in different environment. Those that have assessed stakeholder management and linked it to sustainability (Maina & Kimutai, 2018; Ndombi, 2021b; Nyandika & Ngugi, 2014; Sang, 2015) have not assessed projects funded under CSR. The research filled the gap of sustainability.

Literature that has been reviewed indicates that previous researches only dwelt on a few variables of stakeholder management process while this particular study covered variables that were omitted by previous studies like risk control, communication and

identification (Rajablu *et al.,* 2015). This makes the study more inclusive. From survey of connected literature, there are few studies specific to Kenya that link of stakeholder management process and sustainability of projects (Kinyua, 2016; Kivayilu, 2020; Sang, 2015; Wangombe, 2015). Other studies have investigated the influence of stakeholder management on project performance with the specific objectives being to determine the influence of stakeholder need and expectation identification; communication conflict management and stakeholder participation on project performance (Maina & Kimutai, 2018).

The study therefore filled these pertinent gaps in literature by establishing the influence of stakeholder management process on the sustainability of CSRPs in TVETs in Kenya. Previous researches done in the area of knowledge sharing have focused on knowledge management practices in organizations (Halisah *et al.,* 2021; Maende, 2021; Shehab *et al.,* 2018, 2019) and a critical link to project sustainability has been missing. The study identified Knowledge sharing as a moderating variable in the relationship between stakeholder management process and sustainability of CSRPs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the methodology that was used in the study, explaining the research philosophy, research design, and target population. It describes the sampling design, research instruments used, data collection procedures and how the data collected was analyzed. Pilot test is also presented.

3.2 Research Philosophy

The study was anchored on positivism philosophy point of view. According to Alexander (2014) positivism school of thought is grounded on the philosophy that only one reality exist though can only be known imperfectly due to human limitations and researches can only discover The reality within the realm of probability. Positivism emerged as a philosophical model in 19th century with Auguste Comte's rejection of metaphysics with his emphatic statement that only scientific knowledge can reveal truth about reality (Descartes, 1998).

Positivism adopted Hume's theory of philosophical ontology which focuses on all aspects of being and connections between existents and their mode of being (Hume, 1993). Positivists state that one can observe events empirically and explain with logical analysis. Friedman (2014) equally adds that positivism approaches vouch for experimental methods of data collection which can be modified as it is challenging to subject human to conditions.

Positivism enables one to apply statistical techniques in testing hypotheses to analyze research data collected using quantitative research techniques (Matta, 2015). Positivists who believe reality is stable and hence can be observed from an objective viewpoint (Creswell, 2009). They argue that a phenomenon can be isolated and observations can be duplicated and this involves manipulation of reality with variations in independent variable in order to form relationships and identify regularities between constituent elements of the social world (Caldwell, 2018).

3.3 Research Design

Research design is described as the ‘‘adhesive’’ that grasp all the elements in a research project together (Norman, 2013). There are three types of research designs; namely exploratory, causal and descriptive. The research used descriptive research design which is mainly survey, cross sectional, and correlational. According to Field (2013) descriptive design can be divided into survey studies which aim at describing the status quo; correlation studies which investigate the relationship between variables and developmental studies which measure change over time. In addition, descriptive design can be referred to as either cross sectional or longitudinal. Kothari (2014) states that cross sectional design involves collecting and analyzing data at a point in time while a longitudinal design involves measuring the variable repeatedly over time. It also employs applications of scientific method which critically analyze and examine the source materials, interpreting data, arrive at generalization and prediction (Salaria, 2012).

Since this study examined the influence of stakeholder management process on project sustainability of corporate social responsibility projects in the technical and vocational educational training institutions in Kenya, the strength of the relationship among the study variables was assessed at one point in time. The design therefore, was best suited for the study because of the objectives stated and the quest to document the strength of relationship between stakeholder management process and sustainability of CSRPs in TVETs in Western Kenya.

3.4 Target Population

A population can be generally defined as complete enumeration of all the elements under consideration in a study and is also known as the ‘universe’ (Kothari, 2014). The entire population was estimated at 300,000 with the student population entry estimated at 275,000 in the five hundred and eighty-two accredited public TVETs (GOK, 2017a). Specifically, Western Kenya has 63 accredited TVET institutions which is the largest region with TVETs. This was the main reason of its selection apart from having all cadre of TVETs that are accredited. The information collected would be generalizable to all TVETs that are covered by the same act. Western

Kenya according to the TVET act consists of Bungoma, Kakamega, Busia and Vihiga counties. All public and private TVETs in Western Kenya are accredited by the TVETA (GOK, 2017b). According to the TVET act, The Board of Governors of a public institution are to consist of between seven and nine members appointed by the Cabinet Secretary (GOK, 2017a).

Under the provision, each institution consists of senior management team that implements the oversight role of the BOG. They include Principal, 2 deputies (for a population above 1,500 students), Registrar and the Dean of students and Heads of Department. Depending on the size of the institution, TVETs have at least 5 departments, that is, Business, Building and Construction, Auto Mobile, Food and Beverages and ICT. The different categories of stakeholders in the 63 institutions in western Kenya have a target population 12,585 stakeholders as detailed in Table 3.1(GOK, 2017b).

Table 3.1: Target population

Category	Target Respondents	Percentage
Boards of Governors	567	4.5
Small Management Committees	315	2.5
Project Management Committees	126	1.0
Heads of Departments	315	2.0
Students	11,262	89.0
Total (N= Population size)	**12,585**	**100**

Source; GoK (2017b)

3.5 Sampling Design

Sampling frame is described as a list of the target population from which the sample is selected and that for survey design, a sampling frame usually has of a finite population (Lavrakas, 2008). According to Kombo and Tromp (2006), a sampling frame can also be seen as a list of elements from which a sample is drawn. The sampling frame was obtained from the 63 accredited TVETs in Western Kenya.

The list of all the stakeholders of all the accredited TVETs in Western Kenya, which is; trainees in the 63 operational TVETs, respective Board of Governors, Senior Management Teams (Project Management Teams in some institutions and counties) and Heads of Departments in the respective accredited TVETs, formed the sampling frame for the study (Details of the accredited TVETS are as shown in Appendix V). A sample is a proportion of the subjects of the study used to represent the whole population (Cooper & Schindler, 2011). Sampling is a process of obtaining sample units and sampling frame, setting sampling procedures and determining the sample size for the study (Saunders *et al.,* 2009).

A sampling technique is a specific process by which involves entities of the sample being selected (Sekaran & Bougie, 2016). The sample size was made up of four categories of stakeholders drawn from a target population of 12,585 stakeholders as shown in Table 3.1. Sample size for the study was obtained using the Table by Krejcie and Morgan (1970) which provides the required sample sizes for various population sizes for various population sizes against selected sampling errors and confidence levels (Appendix IV) using the following formula;

$S= X^2NP(1-P) /d^2(N-1) +X^2P(1-P)$

Where;

S= required sample size

X^2= the table value of Chi-square for degree of freedom at the desired confidence level (3.841).

N= the population size

P= the population proportion (assumed to be .50 since this would provide the maximum sample size

d = the degree of accuracy expressed as a proportion (.05)

$S=3.841x12585x0.50/0.5+0.05^2x12584+3.841x0.50x0.5$

=375

The population was divided into five strata as shown in Table 3.1 before sampling. A sample of 375 was drawn from the population, N=12,585 as calculated by Krejcie and Morgan (1970) and was divided into five strata of top, middle and lower level management. Each sample size per stratum was arrived at by getting a ratio from the total target population as suggested by Oso and Onen (2009) so as be representative of 375 stakeholders as shown in Table 3.2

Table 3.2: Sample Size Distribution

Category	Target Population	Ratio	Sample Size
BOGs	567	0.02979	17
SMs	315	0.02979	9
PMCs	126	0.02979	4
HODs	315	0.02979	9
S	11,262	0.02979	336
Total	**12,585**	0.02979	**375**

From the Table 3.2, since the population size was about 12,585 and the research desired 95% confidence and 5% sampling error, a sample size of 375 is deemed appropriate since it lies between 370 and 375 which correspond to 10,000 and 15,000 sizes of the universe. Each of the samples per strata was randomly selected. The total sample thus obtained was representative of the stakeholders' views on stakeholder management process and sustainability of CSRPs.

The purpose of using sub-groups is to help group or classify population into homogenous subsets that share similar characteristics ensuring equitable representation of the population (Oso & Onen, 2009). Each of the five subgroups (BOGs, PMCs, SMs, HODs and S) has similar representation across all the 63 accredited TVETs in the study (Sekaran & Bougie, 2016). The above sample size is acceptable in the light of research specialists as; George and Mallery (2010) who agree that a ten per cent sample is adequate for a descriptive study. Equally, using questionnaires requires a higher sample to cater for cases of non-response and loss.

3.6 Data Collection Procedure

The researcher upon getting approval by the university (JKUAT) to proceed to data collection and in conformity with the government policy, applied for a permit from the National Council for Science and Technology (NACOSTI). In addition, the researcher consulted the relevant public principals of TVETs where the study was carried out. An introductory letter was prepared before proceeding to the field for data collection. Equipped with these, the researcher then proceeded to administer the questionnaires that were dropped and picked later to give the respondents enough time to study the questions. The study used self-administered questionnaires as a research instrument to collect data from the respondents using drop and pick technique. The researcher booked appointments with other stakeholders at the counties and agreed on the meetings to help distribute questionnaires. Data collection and data analysis occurred simultaneously so that the data analysis would guide the sampling and data collection plans.

Secondly, content analysis on stakeholder management plans, risk management, stakeholder identification forms was made. Specifically, the study ascertained if the CSRPs established have stakeholder management plans and stakeholder management is accommodated in risk plans. Five research assistants were then engaged to mainly drop the questionnaires and later on make follow-up of the distributed questionnaires. The research assistants collected the questionnaires for subsequent data analysis. The respondents were informed on the purpose of the study to minimize any biases during data collection.

3.7 Pilot Test

A pilot test was done to test the validity and reliability of the questionnaires in gathering the data required for the study. Kothari (2014) describe a pilot test as a rehearsal and copy of the main survey. According to Polit and Beck (2004), a pilot test or study is a trial run or a small-scale version, done in readiness for the main study. Pilot testing assisted the study to see if the questionnaire would obtain the required results. Pilot test aided in detecting and remedying any potential problems

with the questionnaires, including uncomfortable, ambiguous and double-barreled questions.

3.7.1 Reliability of the Instruments

Reliability refers to the precision and accuracy of a measurement procedure (Cooper & Schindler, 2011). Stated differently, it is concerned with estimates of the degree to which a measurement is free of unstable or random error (Cooper & Schindler, 2011). The 19 questionnaires were coded and input into Statistical Product and Service Solutions (SPSS) for running the Cronbach Reliability Test.

The Cronbach's Alpha reliability coefficient α was used for the internal reliability test. The coefficient normally ranges between 0 and 1 although actually no lower limits exist. The closer α was to 1.0, the greater the internal consistency of the items in the scale. The size of α was determined by both the mean inter-item correlations and the number of items in the scale based upon the formula;

$\lfloor 1+(k-1)/r \rfloor$ where;

k = is the number of items considered and r = is the mean of inter-item correlations.

George and Mallery (2010) provide the following commonly accepted rules of thumb; $\alpha \geq 0.9$ – Excellent; $0.9 > \alpha \geq 0.8$ – Good; $0.8 > \alpha \geq 0.7$ – Acceptable; $0.7 > \alpha \geq 0.6$ – Questionable; $0.6 > \alpha \geq 0.5$ – Poor and $0.5 > \alpha$ – Unacceptable. Therefore, ideally the Cronbach Alpha coefficient of a scale should be at least acceptable, that is, above 0.7.e results of the reliability test are to produce an overall Cronbach Alpha coefficient of reliability. A coefficient of 0.7 is recommended for a developed questionnaire and the closer Cronbach's alpha coefficient is to 1, indicates higher reliability (Sekaran & Bougie, 2016).

3.7.2 Validity of the Instruments

Validity is the degree to which differences found with a measuring tool show true differences among respondents being tested (Cooper & Schindler, 2011). It takes two

main forms; external validity which relates to the ability of the data from the research findings to be generalized across various settings and times among others while internal validity relates to the ability of the research instrument to measure what it was intended to measure. The measurement of specific variables is in Table 3.3.

3.8 Data Collection Tools

3.8.1 Questionnaire

A questionnaire is a tool used to collect data (Kumar, 2019). The study used questionnaires to obtain quantitative data for analysis (Mugenda, 2011). Kothari (2014) states that questionnaires have various advantages, like; unapproachable respondents can also be reached conveniently; easily using large samples and thus the results can be made more reliable and dependable, there is low cost even when the universe is widely spread geographically and is large; it is free from the interviewer's bias; respondents have enough time to give well thought out responses; answers are in respondents' own words.

The selection of questionnaires in the study was based on the nature of the data to be collected, the time available and the objectives of the study. A questionnaire (Appendix II) was used to collect data from the students and the other stakeholders. It was used because the study was concerned with variables that could be directly observed such as feelings, opinions, views and perceptions of the respondents. The sample size was reasonably big (375) and given the population, questionnaire was the ideal instrument for collecting the data. An extra three weeks of data collection increased contact with the respondents and regular visits to the institutions ensured that most of the respondents returned the questionnaires. The target population did not have difficulties in responding to questionnaire items since it was made up of the students and management that is elite.

The questionnaire was divided into seven sections; Section A contained items on demographic information of the respondents; section B contained items on stakeholder identification; section C contained items on stakeholder communication; section D contained items on stakeholder engagement, section E contained items on

stakeholder empowerment, Section F contained items on knowledge sharing and Section G contained items on sustainability of CSRPs. The questionnaire contained closed ended items because they deal with facts and are less time consuming.

3.8.2 Document Analysis Form

Document analysis is a form of qualitative research in which documents are interpreted to give voice and meaning around an assessment topic (Bowen, 2009). Sekaran and Bougie (2016) state that there are three primary types of documents, that is; public records, personal documents and physical evidence. In the study, public records such as annual reports would be used to obtain our secondary data. Secondary data from the sampled TVETs was collected on different CSRPs initiated in the institution, specific functions and sustainability issues using Document analysis form for content analysis. Prasad (2008) states that content analysis is any research technique for making inferences by systematically and objectively identifying specified characteristics within text (anything written, visual, or spoken that serves as a medium for communication). Content analysis on stakeholder management plans, risk management, stakeholder identification forms was made.

Specifically, the study ascertained if the CSRPs established have stakeholder management plans and stakeholder management is accommodated in risk plans. Equally, laws that govern stakeholder management process were assessed. Polit and Beck (2004) further elaborate that secondary research includes the use of data gathered in a previously done study to explore new relationships or to test new hypotheses. They also state that secondary analysis of existing data is economical and efficient because data collection is typically expensive part and the most time-consuming of a research project. Secondary data in the study was used to validate the findings collected using questionnaires from analysis of primary data. The strategy of using both secondary and primary data in order to address the same study objectives was intended to improve both communicative and pragmatic validity and the interpretive coherence of the study results.

3.9 Data Analysis

Quantitative information was analyzed using both inferential and descriptive statistics. Descriptive analysis involved finding the means, standard deviation and averages of the responses. On interpreting the five-point Likert scales, factor loadings that were based on principal components analysis to add on varimax rotation for specific items of both the dependent variables and independent variables was conducted. The study adopted the following grading system in Table 3.3

Table 3.3: Interpretation of Five Point Likert Scales

Variable Type	**Average levels from the Likert Scales**		
	1.00-2.60	**2.61-3.40**	**3.41-5.00**
Stakeholder Identification	Ineffective Identification	Partially Effective Identification	Effective Identification
Stakeholder Communication	Ineffective communication	Partially Effective communication	Effective Communication
Stakeholder Engagement	Ineffective Identification	Partially engaged	Highly engaged
Stakeholder Empowerment	Not empowered	Partially empowered	Highly empowered
Stakeholder Sustainability	Not Sustainable	Partially Sustainable	Sustainable

Source: Sang (2015)

Multiple linear regression analysis was also used to test the statistical significance of the various independent variables (stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment) on the dependent variables (desirable project outcomes and continued benefits). According to Ghasemi and Zahediasl (2012) the assumptions of linear regression have to be met by the data to be analyzed. The assumptions state that the response errors should follow a normal distribution, the coefficients must be linear in nature and the errors should have a common distribution.

3.9.1 Correlation Analysis

Pearson correlation coefficient was then used to determine the direction and strength of the relationship between the independent variables and dependent variable. The values of the correlation coefficient are between -1 and +1. A value of 0 implies no relationship, +1 correlation coefficient indicates that the two variables are perfectly correlated in a positive linear sense, that is, both variables increase together while a values of -1 correlation coefficient indicates that two variables are perfectly correlated in a negative linear sense, meaning, one variable increases as the other decreases (Kothari, 2014).

Correlation coefficient was first done for each independent variable and the dependent variable without the moderating variable. The results of the coefficient of correlation with and without the moderating variable were compared in order to test for the effects of the moderating variable. The correlation strengths were interpreted using decision rules where 0.1 to 0.3 indicated weak correlation, 0.31 to 0.5 indicated moderate correlation strength and greater than 0.5 indicated a strong correlation between the variables (Cohen *et al.,* 2009). Diagnostic tests were performed to test the assumption of Pearson correlation and for the study to meet the assumptions of linear regression (Normality, Linearity, Homoskedasticity and Outliers). All these statistical tests were conducted through the use of SPSS version 23 (George & Mallery, 2010).

3.9.2 Normality Test

The study sought to test for normality to determine if the data is well modelled and normally distributed. Variables are taken to be roughly normally distributed especially if the results were to be generalized beyond the sample (Ghasemi & Zahediasl, 2012). The study used Shapiro- Wilk normality test. For Shapiro-wilk if the figure was less than 0.05, the data were normally distributed for each of the variables in the study.

3.9.3 Sampling Adequacy Test

The study used Kaiser-Meyer-Olki (KMO)measure of sampling adequacy was to determine adequacy of the sample size. The was particularly essential in examining and justifying the appropriateness of application of Factor Analysis. Specifically, Bartlett's Test of Sphericity was used to measure if the items were coming from a population with equal variance. According to Crawford (2006) values between 0.5-1.0 indicate that a factor is significant.

3.9.4 Multicollinearity Test

Multicollinearity occurs in statistics where two or more predictor variables in a multiple regression model are highly correlated (Lavrakas, 2008). Multicollinearity shows the circumstance in which explanatory variables are very much correlated. If there was the presence of much correlation among the independent variables, it would lead to an effect, whereby the regression model appropriately fits the data well, but none of the explanatory variables had a significant influence in forecasting the dependent variable (Cohen *et al.,* 2009). In the study, the Variance Inflation Factor (VIF) was used to detect any problem of multicollinearity in the multiple regression models.

VIF statistic of a predictor in a model is the reciprocal of tolerance and it indicates how much larger the error variance for the unique effect of a predictor (Baguley, 2012). Cohen *et al.,* (2013) defines Variance Inflation Factor (VIF) as an index of the amount that the variance of each regression coefficient is increased relative to a situation in which all of the predictor variables are uncorrelated and suggested a VIFs of 5 or more to be the rule of thumb for concluding VIF to be too large hence not suitable. Those variables having VIF higher than 5 or a tolerance value less than 0.2 indicated presence of multicollinearity (Crawford, 2006).

3.9.5 Factor Analysis

Factor analysis was used to gauge the substantive importance of each variables in the study to the factor in order to remove hidden constructs or variable items that did not

meet the objectives of the study (Creswell, 2009). The communalities and eigen values were used to indicate the substantive importance of variable factors. A loading value of 0.7 is the rule of thumb and was believed to be satisfactory since its practically difficult to meeting the 0.7 criterion, a loading of up to 0.4 level is considered acceptable (Crawford, 2006). In the study eigen values for each strong indicator in variables were extracted using principal component analysis.

3.9.6 Regression Analysis

Regression analysis is referred to as a statistical technique used to explain which among the independent variables are related to the dependent variable, and to explore the forms of these relationships (Prasad, 2008). In limited circumstances, regression analysis is often used to infer causal relationships between the dependent and independent variables. According to Tabachnick and Fidel (2007), multiple regression analysis involves combining several predictor variables in a single regression equation.

In the study, Multiple regression analysis was used to examine how changes in the independent variables influenced changes in the dependent variable. Regression model fitness was estimated using coefficient of determination which helped to explain how closely the predictor variable explains the variations in the dependent variable. To test the significance of each individual predictor and make conclusion on whether to reject or accept the null hypotheses, the P value was used. The level of significance of 5% was used as a benchmark. If the P value was less than 0.05 at 5% significance level, the null hypotheses would be rejected and the alternative accepted and vice versa (Kothari, 2014).

The study applied the following five hypotheses generated from the model;

$H_0$1*: Stakeholder identification has no significant influence on sustainability of CSRPs in TVETs in western Kenya.*

Sustainability of CSRPs = *f* (Stakeholder identification+ random error)

$Y = \beta_0 + \beta_1 X_1 + \varepsilon$

To address the first research hypothesis, the study checked whether the regression coefficient of stakeholder identification (β_1) is positive (+) and significant (p values of ‹ 0.05) in line with theory and study expectations.

$H_0$2: Stakeholder communication has no significant influence on sustainability of CSRPs in TVETs in western Kenya.

Sustainability of CSRPs = f (Stakeholder communication + random error)

$Y = \beta_0 + \beta_2 X_2 + \varepsilon$

To address the first research hypothesis, the study checked whether the regression coefficient of stakeholder communication (β_2) is positive (+) and significant (p values of ‹ 0.05) in line with theory and study expectations.

$H_0$3: Stakeholder engagement has no significant influence on sustainability of CSRPs TVETs in western Kenya.

Sustainability of CSRPs = f (Stakeholder engagement + random error)

$Y = \beta_0 + \beta_3 X_3 + \varepsilon$

To address the first research hypothesis, the study checked whether the regression coefficient of stakeholder engagement (β_3) is positive (+) and significant (p values of ‹ 0.05) in line with theory and study expectations.

***$H_0$4**: Stakeholder empowerment has no significant influence on sustainability of CSRPs in TVETs in western Kenya.*

Sustainability of CSRPs = *f* (Stakeholder empowerment + random error)

$Y = \beta_0 + \beta_4 X_4 + \varepsilon$

To address the first research hypothesis, the study checked whether the regression coefficient of stakeholder empowerment (β_4) is positive (+) and significant (p values of ‹ 0.05) in line with theory and study expectations.

H_05: *Knowledge sharing does not moderate the relationship between stakeholder management process and sustainability of CSRPs in TVETs in western Kenya*

$Y = \beta_0 + \beta_6 X_5 + \varepsilon$

The moderating effects of knowledge sharing was tested after the independent variable ($\beta_1 X_1$ to $\beta_4 X_4$) is dropped and each of the variables on sustainability of CSRPs tested.

Moderated multiple linear regression model **(**also known as Hierarchical multiple regression technique) was used to determine the moderation effect of "knowledge sharing" on the relationship between the stakeholder management process and sustainability of CSRPs in TVETs in Western Kenya. The model equation was given as;

$Y = ß_o + ß_1 X_1 + ß_2 X_2 + ß_3 X_3 + ß_4 X_4 + ß_5 M + ß_6 IE + \alpha$

Where;

Y = The dependent variable (Sustainability of CSRPs)

X_1 = Stakeholder identification

X_2 = Stakeholder communication

X_3 = Stakeholder engagement

X_4 = Stakeholder empowerment

M = Moderator (Knowledge sharing)

IE = Interaction Effect

$ß_0$, $ß_1$, $ß_2$, $ß_3$, $ß_4$, $ß_5$, $ß_6$ = Unstandardized Beta coefficients

α = Level of significance

If the moderation effect was found to be significant, interaction plots would then be used to describe how the moderator (Knowledge sharing) moderates the relationship between the stakeholder management process and the sustainability of CSRPs. Moderation effect exists if the interaction effect is significant in the model. The independent variables of stakeholder management are stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment with knowledge sharing (moderating variable) represented by *X1, X2, X3, X4,X5* respectively while $\beta 0$ is the constant or intercept while $\beta 1, \beta 2, \beta 3, \beta 4$ and $\beta 5$ are the corresponding coefficients for the respective variables. ε is the error term which represents residual or disturbance factors or values that are not captured within the regression model. The interpretation of *X*, β and ε is the same for the subsequent equations for testing the other study objectives.

In the study both simple, multiple regression and moderated multiple regression models were applied. Standard multiple regression model was used to measure the influence of stakeholder management process on sustainability of CSRPs in TVETs in western Kenya. To determine the structural relationship between stakeholder management process and sustainability of CSRPs in TVETs, the following linear regression model was applied;

$$Y = ß_o + ß_1 X_1 + ß_2 X_2 + ß_3 X_3 + ß_4 X_4 + \alpha$$

Where;

Y = the dependent variable (Sustainability of CSRPs)

X_1 = Stakeholder identification

X_2 = Stakeholder communication

X_3 = Stakeholder engagement

X_4 = Stakeholder empowerment

$ß_0, ß_1, ß_2, ß_3 ß_4$ = Unstandardized Beta coefficients

α = Level of significance (error term)

Multiple regression assumptions were met before applying the Multiple Regression models on the collected data; multi-collinearity, sample size, existence of outliers, normality, linearity, homoscedasticity and independence of residual. Results from regression analysis have a likelihood of being improved when the data is normally distributed (George & Mallery, 2010). Hence, if the observations follow approximately a normal distribution, the resulting plot should be roughly a straight line with a positive slope and the Q-Q plot should be linear (Best & Kahn, 2011).

3.9.7 Ethical Considerations

Any information that was sought with the respective respondents was and still remains confidential. If and when it shall be requested, a summary of findings will be delivered to the respective stakeholders. Such data was obtained solely for research purposes and not for business. Similarly, participation of the respondents in the study was through informed consent and voluntary. Hence, there was no coercion of participants to give the required information. The questionnaires used were structured such that the identification of the respondents by name was not a requirement and that such identity and the information given was and still is kept in strict confidence. Lastly, the research stuck to the strict guidelines to produce an original document without having to plagiarize other authors' works.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The chapter gives findings and discussions of the influence of stakeholder management process on project sustainability of corporate social responsibility projects (CSRPs) in the technical and vocational educational training institutions (TVETs) in western Kenya using different statistical techniques. The discussion was guided by the objectives of the study as follows: asses the influence of stakeholder identification on sustainability of CSRPs; determine the influence of stakeholder communication on sustainability of CSRPs and examine the influence of stakeholder engagement on sustainability of CSRPs in TVETs in western Kenya and ascertain the influence of stakeholder empowerment on sustainability of CSRPs.

The chapter therefore, presents the results of statistics analysis, presentation and interpretation using SPSS. Descriptive analysis, factor analysis, regression analysis and the test of hypotheses are presented. Reliability analysis was carried out using Cronbach alpha explained a coefficient of reliability that gave generalizability data.

4.1.1 Response Rate

Questionnaires were administered to 375 respondents for which 362 respondents effectively filled and returned the questionnaires thus giving a rise to a response rate of 96.5 %.This agrees with the assertions by Zikmund *et al.,* (2010), that a response rate above 75.0% is sufficient for generalization of outcome of the findings.

The high response rate was necessitated by an extra three weeks' data collection and regular visits to the institutions to ensure most of the respondents returned the questionnaires. The study coincided with training of BOGs, SMs and PMCs by county governments which increased the contact with the respondents hence drop and pick technique increased the response rate. Table 4.1 shows the response rate.

Table 4.1: Response Rate

Respondents	Sample size	Participants	Return rate (%)
BOGs	17	12	70.58%
SMs	9	8	88.88%
PMCs	4	4	100.00%
HODs	9	6	66.66%
S	336	334	99.40%
Total	**375**	**362**	**96.5%**

4.2 Pilot Results

Pilot study was undertaken with 19 respondents from among the stakeholders in Bukura Agricultural College because the institution has a national outlook with a large student population in western region. The rule of the thumb informs that 5% to 10% of the target sample should make up the pilot test (Cooper & Schindler, 2011). The pilot test sample therefore, was within the recommendation. The respondents in the pilot test did not participate in the main study. The instruments were then modified. The questionnaire was validated by discussing it with the supervisors. Expert judgment enabled identification of weaknesses of instruments and make appropriate corrections to enhance construct and content validity of the questionnaire.

4.2.1 Reliability Test Results

Cronbach's Alpha Coefficient was used to determine the reliability of the scale used to measure sustainability of the Corporate Social Responsibility Projects in the TVETs in Western Kenya. Standard reliability coefficient was taken from Saunders, Lewis and Thornhill (2009), who suggested that in the baby stages of research on predictor tests or hypothesised measures of a construct, reliabilities of .70 or higher would be sufficient. The pilot test results were as shown in Table 4.2

Table 4.2: Reliability Analysis

Construct	No. of Items	Mean (SD)	Skewness	Cronbach's Alpha	Comments
Sustainability of Corporate Social Responsibility Projects	11	2.49(.64)	0.39	0.73	Accepted
Stakeholder Identification	10	2.56(.65)	0.36	0.78	Accepted
Stakeholder Communication	10	2.75(.98)	0.54	0.82	Accepted
Stakeholder Engagement	10	3.01(.42)	0.39	0.79	Accepted
Stakeholder Empowerment	10	2.79(.71)	0.50	0.75	Accepted
Knowledge sharing on Corporate Social Responsibility Projects	9	2.38(.88)	0.42	0.74	Accepted

As shown in Table 4.2, the Cronbach's alpha coefficient for Sustainability of Social Corporate Project construct was 0.73; for Stakeholder Identification construct was 0.78; for Stakeholder Communication construct was 0.82; for Stakeholder Engagement construct was 0.79; for Stakeholder Empowerment construct was 0.75; for knowledge sharing on Social Corporate Project construct was 0.74; which exceeded the 0.6 lower levels of acceptability (Hair *et al.,* 2010) and within the 0.70 and above as suggested by Chatterjee and Hadi (2015) and therefore reliable and acceptable scale for further analysis.

4.2.2 Validity Test Results

Validity was established by a logical link between objectives and the questions (Polit & Beck, 2003). The instruments were then modified. From the pilot study, coefficient of the data gathered was computed using Statistical Product and Service Solutions (SPSS). If a coefficient of above 0.5 is realized, it will indicate that the data collection instruments are valid (Sekaran & Bougie, 2016). Content validity was enabled by designing instrument according to the study variables and their respective indicators of measurement. Expert judgment ensured that the items in the questionnaires covered all areas under investigation. To ensure construct validity, the

principle component analysis was applied, and found by limiting the questions to the conceptualizations of the variables and making sure that the indicators of a particular variable fall within the same construct (Best & Kahn, 2011).

Factor analysis was done for each of the variables in the study to identify instrumental factors in the study. The consisted factor loadings and communalities based on principal components analysis with varimax rotation for specific test items of the variables was conducted and a best-defined factor structure identified. It enabled identification of weaknesses of instruments and make appropriate corrections.

4.2.3 Factor Analysis of Variables

To determine construct validity, Principal Component Analysis was applied. Factor loadings and communalities based on a principal components' analysis with Varimax rotation for 11 items was conducted to provide best-defined factor structure for the Sustainability of CSRPs construct. The findings were as shown in Table 4.3

Table 4.3: Factor Analysis of Sustainability of CSRPs

Item	Factor loading	Communality
To what extend do you think intended beneficiaries are using/benefiting from the project's outcome?	.845	.46
To what extend do you think the projects facilities are operational?	.754	.57
To what extend do you think there is existence of desirable project outcome?	.751	.56
Indicate the extent to which the beneficiaries or users are involved in decisions regarding the management of project outcome	.749	.39
Indicate to what extend stakeholders provide substantive input into environmental input into environmental conservation in project design	.741	.62
Indicate to what extent to which the intended users take part in the evolution design and the review as means of indicating their level of satisfaction with projects benefits	.732	.50
To what extend does the project outcome affect the relationship between the corporate institutions that have established the CSRPs and the college?	.721	.43
To what extend are the project environmental aspects a priority for your institution?	.719	69
To what extend is evaluation for project sustainability done during the course of projects implementation?	.653	.45
Indicate the extent to which project(s) initiated have the ability to be funded or attract resources	.610	.59
To what extend do the intended users take part in the evaluation design and the review as a means of indicating their level of satisfaction with project benefits?	.593	.60

Factor loadings and communalities based on a principal component's analysis with Varimax rotation for 10 items was conducted to provide best-defined factor structure for the stakeholder identification construct. The findings were as shown in Table 4.4

Table 4.4: Factor Analysis of Stakeholder Identification

Item	Factor loading	Communality
Stakeholder analysis is always done to identify extend of decision making before selecting a stakeholder	.739	.65
People are selected at a point that they have the greatest impact on the project	.734	.43
People selected as stakeholders' benefit from projects initiated	.694	.61
People selected, or their organisations hold a position from which they can influence the project	.683	.33
People selected as stakeholders have an impact on the project's resources (materials, personnel, funding)	.661	.35
People selected as stakeholders have skills or capabilities the project(s) will require	.653	.46
People selected can resist change that is likely to influence initiated CSRPs in the negative direction	.642	.54
Local community development networks and support organizations are always involved in identifying CSRPs stakeholders	.592	.65
Problem analysis before selection of a stakeholder is always undertaken to understand the extend of stakeholder contribution in the project	.554	.33
Concerns of stakeholders during project/stakeholder identification process are always taken care of.	.549	.45

The communalities (as shown in Table 4.4) were all above 0.3 thresholds (Crawford, 2006); thus, indicating that each item shared some common variance with other items on 5-point Likert scale used. All the eleven items in the analysis had primary loadings over .5 thresholds (Creswell, 2009); therefore, the data was acceptable and valid for further analysis. Factor loadings and communalities based on a principal components' analysis with Varimax rotation for 10 items was conducted to provide best-defined factor structure for the stakeholder communication construct. The findings were as shown in Table 4.5 The communalities (as shown in Table 4.25) were all above 0.3 thresholds (Crawford, 2006); thus, indicating that each item shared some common variance with other items on 5-point Likert scale used. All the ten items in The analysis had primary loadings over .5 thresholds (Creswell, 2009); therefore, the data was acceptable and valid for further analysis.

Table 4.5: Factor Analysis on Stakeholder Communication

Item	Factor loading	Communality
All CSRPs in the college have a communication plan that is made known to all stakeholders	.797	.37
Information sort for in CSRPs helps adjust and respond to problem areas	.772	.64
Information shared minimizes stakeholder resistance throughout the life of the project.	.732	.46
Stakeholders clearly understand the project goals; objectives benefit and risks	.689	.55
Project teams receive feedback for any communication made	.664	.49
All CSRPs in the college have a commutation plan that helps engage the stakeholders throughout the project cycle	.655	.39
All projects in the college have the Project Issues Log used to address stakeholders' concerns	.643	.44
Stakeholders Management risks are captured and managed in all the projects initiated.	.621	.51
Stakeholders Management risks are documented in all the projects initiated	.619	.53
Communications among the stakeholders has been fast and efficient throughout the project cycle.	.609	.52

Factor loadings and communalities based on a principal components' analysis with Varimax rotation for 10 items was conducted to provide best-defined factor structure for the stakeholder engagement construct. The findings were as shown in Table 4.6

Table 4.6: Factor Analysis of Stakeholder Engagement

Item	Factor loading	Communality
Stakeholders are committed to the management of CSRPs because they believe it is the right to do	.853	.41
Stakeholders consults with their constituents for decision making without compulsion	.842	.49
Stakeholders have enthusiasm of running the project	.792	.37
There is consensus building amongst stakeholders in projects.	.763	.36
Stakeholders are contributors to management through membership of forums and steering groups that work alongside staff supervising progress on partnership activities	.761	.42
There is respect amongst stakeholders in projects	.759	.67
The institution regularly guarantees stakeholder's commitment with signed documents	.751	.49
Project leaders always ask for other stakeholder's input in the CSRPs	.693	.58
SCP team leaders always send regular status updates about project progress to team members to ensure that they are conversant with the project progress	.597	.56
SCP team leaders always nail down stakeholders' specific expectations to ensure that their expectations are completely understood.	.555	.39

The communalities (as shown in Table 4.6) were all above 0.3 thresholds (Crawford, 2006) thus, indicating that each item shared some common variance with other items on 5-point Likert scale used. All the ten items in The analysis had primary loadings over .5 thresholds (Creswell, 2009); therefore, the data was acceptable and valid for further analysis. Factor loadings and communalities based on a principal component's analysis with Varimax rotation for 11 items was conducted to provide best-defined factor structure for the Stakeholder Empowerment construct. The findings were as shown in Table 4.7.The communalities (as shown in Table 4.27) were all above 0.3 thresholds (Crawford, 2006); thus, indicating that each item shared some common variance with other items on 5-point Likert scale used. All the eleven items in the analysis had primary loadings over .5 thresholds (Creswell, 2009); therefore, the data was acceptable and valid for further analysis.

Table 4.7: Factor Analysis of Stakeholder Empowerment

Item	Factor loading	Communality
There is an enabling environment for dialogue amongst stakeholders	.882	.62
Stakeholders assist in the identification of other stakeholders for projects	.871	.51
Stakeholders are sufficiently prepared and briefed to have well informed opinions and decisions.	.754	.43
Stakeholders voice their views without any fear of penalty	.743	61
The stakeholders define the terms of engagement in projects	.732	.45
There is a public disclosure and feedback process in the running of CSRPs	.712	.51
Project manager and other team leaders are focused and well organised and are able to engage with committed team and gain the support of all stakeholders.	.690	.52
Guidance, materials and practical support are given to stakeholders, so they can share in planning and implementation of CSRPs	.687	.52
Processes and structures that empower stakeholders have been put in place	.654	.41
Stakeholders have been allowed to maximize opportunities for full co-production to ensure effective and smooth running of the CSRPs	.632	.50
Stakeholders have been given opportunity to have their strong influence or share or make the main decisions during project planning	.690	.52

Factor loadings and communalities based on a principal component's analysis with Varimax rotation for 11 items was conducted to provide best-defined factor structure for the Knowledge Sharing on Social Corporate Project construct. The findings were as shown in Table 4.8. The communalities (as shown in Table 4.8) were all above 0.3 thresholds (Crawford, 2006); thus, indicating that each item shared some common variance with other items on 5-point Likert scale used. All the eleven items in the analysis had primary loadings over .5 thresholds (Creswell, 2009); therefore, the data was acceptable and valid for further analysis.

Table 4.8: Factor Analysis of Knowledge Sharing on CSRPs

Item	Factor loading	Communality
To what extend do you think information governance policy in place on CSRPs in the college is effective if it at all exists	.771	.37
To what extend do you think information-sharing strategy in place on CSRPs in the college if at all it exists	.767	.36
To what extend do you think the college always share information collected amongst stakeholders in the event of a crisis in the management of projects	.753	.43
If your college has any agreements with other organizations or partners to facilitate access or use of information that they may be holding in their custody, to what extend do you think it has been effective?	.710	.54
Indicate to what extend do your college share available data on projects with other stakeholders	.699	.65
Indicate the extent to which your college uses information from co-ordinating meetings for stakeholder management.	.673	.33
To what extend is information on projects in your college shared upon requests?	.651	.45
To what extend is information on projects in your college shared via regular scheduled meetings?	.644	.38
To what extend is information on projects in your college shared whether irregular/Ad Hoc updates?	.598	.64

4.2.4 Sample Adequacy Test

To test for the sampling adequacy of the items used to construct the sustainability of CSRPs construct, the stakeholder identification construct, the stakeholder communication construct, the stakeholder engagement construct and the stakeholder empowerment construct, the study adopted Kaiser-Meyer-Olkin (KMO) test approach. Bartlett's Test of Sphericity was used to measure if the items were coming from a population with equal variance. The findings were as shown in Table 4.9.

Findings for the KMO test for sampling adequacy as shown in Table 4.9 was that the scale of the Sustainability CSRPs factor had value 0.812; the scale of the Stakeholder Identification factor had value 0.763; the scale of the Stakeholder Communication factor had value 0.836; the scale of the Stakeholder Engagement factor had value 0.837 and the scale of the Stakeholder Empowerment factor had value 0.908. These

values were above the threshold of 0.5 as established by Williams *et al*, (2012), thus an acceptable degree for sampling adequacy.

Bartlett's Test results as detailed in Table 4.3 show that the samples of the items are from populations with equal variances [$x^2_{(55)}$= 1160.243, p = 0.000 < 0.05] sustainability CSRPs factor, [$x^2_{(45)}$ = 1422.495, p = 0.000 < 0.05] for stakeholder identification factor, [$x^2_{(45)}$ = 2155.279, p= 0.000 < 0.05] for stakeholder communication factor, [$x^2_{(45)}$ = 1580.319, p = 0.000 < 0.05] for stakeholder engagement factor and [$x^2_{(55)}$= 1983.642, p = 0.000 < 0.05] for stakeholder empowerment factor.

Table 4.9: Summary of KMO and Bartlett's Test

Sustainability of CSRPs Construct			
KMO Measure of Sampling Adequacy	Bartlett's Test of Sphericity Approx. Chi-Square	Degrees of freedom	Probability value
.812	1160.243	55	0.000
Stakeholder Identification Construct			
KMO Measure of Sampling Adequacy	Bartlett's Test of Sphericity Approx. Chi-Square	Degrees of freedom	Probability value
.763	1422.495	45	0.000
Stakeholder Communication Construct			
KMO Measure of Sampling Adequacy	Bartlett's Test of Sphericity Approx. Chi-Square	Degrees of freedom	Probability value
.836	2155.279	45	0.000
Stakeholder Engagement Construct			
KMO Measure of Sampling Adequacy	Bartlett's Test of Sphericity Approx. Chi-Square	Degrees of freedom	Probability value
.837	1580.319	45	0.000
Stakeholder Empowerment Construct			
KMO Measure of Sampling Adequacy	Bartlett's Test of Sphericity Approx. Chi-Square	Degrees of freedom	Probability value
.908	1983.642	55	0.000

4.3 General Information

The length of stay for the stakeholders in the institution was sought and the findings are shown in Table 4.10

Table 4.10: Length of Stay

Respondents	**Length of stay (%)**		
	Less than 1 year	**1-2 years**	**More than 3 years**
BOGs	01.00%	60.00%	39.00%
SMs	05.00%	55.00%	40.00%
PMCs	40.00%	50.00%	10.00%
HODs	03.00%	60.00%	37.00%
S	19.00%	80.00%	01.00%
Mean	**13.6%**	**61.00%**	**25.4%**

Respondents were asked to state the length of stay a stakeholder in the institution in order to ascertain the reliability of the responses. 60% of the BOG indicated that they had stayed for at least 1-2 years, while 95% of the SMs indicated that they had stayed for more than 2 years. 60% of the PMCs indicated that they had stayed in the institution for at least 1-2 years. Majority of the students (80%) indicated that they stayed for a period of at least 1-2 years. On average 61% of the respondents stated that their length of stay was between 1-2 years. This shows that they were in a better position to explain the stakeholder management process as it explains the sustainability of CSRPs. Sang (2015) supports the inclusion of stakeholders in assessment of sustainability if they are having at least stayed for at least half of the duration of projects' establishment. The findings therefore indicate that the responses made would be reliable and would relate to the sustainability of the CSRPs.

4.4 Descriptive Statistics of Variables in the Study

Descriptive statistics are often used to describe variables under investigation as per their respective statistical distribution. Sekaran and Bougie (2013) state that descriptive statistics such as; mean, frequency and percentage can show how study variables are distributed and standard deviations can depict how they variance from their means. Maximum and minimum means, frequencies and percentages can be used to show the range of deviations. In the study, mean, standard deviation,

frequency and percentage are used to summarize sustainability of CSRPs, Stakeholder Identification, Stakeholder Communication, Stakeholder Engagement, Stakeholder Empowerment and Knowledge Sharing. Percentages were used for each respondents' opinions sought in statements. Less than half of the respondents have a lower percentage (<50%) while more than half indicate the majority (>50%). The aggregate score of statements was computed as an average of the mean score for the five variables in the study. Statements the high mean indicated that the respondents were in agreement (>3.00) while statements with a low mean was an indication that the respondents did not agree (> 3.00) (Ambula, 2015). Standard deviation which is the average amount of variability in the data set was also used (Mugenda, 2011). The was mainly to give on average how far values lay from the mean. A low standard deviation (SD) (<1) implied that the data were clustered around the mean, and high standard deviation SD (1>) indicated data are more spread out.

4.4.1 Descriptive Statistics of Sustainability of CSRPs

The views of stakeholders on the sustainability of Corporate social responsibility projects in TVETs in western region of Kenya were sought. The items were measured on a 5-point Liker Scale and the findings were as shown in Table 4.11.

Table 4.11: Descriptive statistics of Sustainability of CSRPs

The values in bold indicates the following categories; **5** =Very large extent**, 4=** Large extent, **3 =** Moderate extent**, 2 =** Small extent, **1** = Very small extent

Statement	1	2	3	4	5	Mean	SD
To what extent do you think intended beneficiaries are using/benefiting from the project's outcome?	4%	5%	32%	42%	17%	**3.63**	**0.959**
To what extent do you think the projects facilities are operational?	2%	10%	37%	38%	13%	**3.49**	**0.928**
To what extent do you think there is existence of desirable project outcome?	3%	4%	40%	20%	32%	**3.74**	**1.053**
Indicate the extent to which the beneficiaries or users are involved in decisions regarding the management of project outcome	4%	32%	22%	32%	11%	**3.14**	**1.104**
Indicate to what extent stakeholders provide substantive input into environmental input into environmental conservation in project design	4%	27%	18%	37%	15%	**3.32**	**1.132**
Indicate to what extent to which the intended users take part in the evolution design and the review as means of indicating their level of satisfaction with projects benefits	4%	33%	20%	26%	17%	**3.2**	**1.181**
To what extent does the project outcome affect the relationship between the corporate institutions that have established the CSRPs and the college?	3%	26%	19%	34%	19%	**3.4**	**1.142**
To what extent are the project environmental aspects a priority for your institution?	4%	8%	47%	27%	15%	**3.4**	**0.962**
To what extent is evaluation for project sustainability done during the course of projects implementation?	2%	7%	45%	33%	14%	**3.5**	**0.883**
Indicate the extent to which project(s) initiated have the ability to be funded or attract resources	2%	15%	21%	30%	32%	**3.76**	**1.115**
To what extent do the intended users take part in the evaluation design and the review as a means of indicating their level of satisfaction with project benefits?	8%	48%	14%	18%	13%	**2.8**	**1.194**
Average Sustainability	Mean= 3.3949 (67.90%), SD = 0.6608						

Respondents were asked to state the extent to which they were benefiting from the project outcome. From the data, 42% of the respondents stated that they did to a large extent, they were benefitting from the project's outcome. About, 38% of the

respondents indicated that the projects facilities were operational to a large extent. Also, 40% of the respondents indicated that to a moderate extent, there is desirable project outcomes while 32% of the respondents felt beneficiaries were involved to a large extent in decisions regarding the management of the project outcome. Almost 37% of the respondents stated that they did provide to a large extent substantive input into environmental conservation in project design while 34% 0f the respondents saw to a large extent project outcome affecting the relationship between corporate institutions that established the CSRPs and the respective colleges.

According to the findings, 33% of the respondents stated that to a small extent, intended users take part in the evolution design and the review as means of indicating their level of satisfaction with projects benefits. Generally, 47% of the respondents stated that to a moderate extent, the project environmental aspects are a priority for their respective institutions. On average, the level of sustainability of the of Corporate Social Responsibility Projects in TVETs in western region of Kenya was at approximately 67.90% [Mean= 3.3949, Std. Dev = 0.6608]; this indicated that the respondents were in agreement that level of sustainability of the Corporate social responsibility projects in TVETs in western region of Kenya was partially sustainable.

From the findings, CSRPs in TVETs in western region in terms of sustainability is mainly affected by stakeholders not being fully involved in their design though they admit to be beneficiaries of the CSRPs established. This is further explained by the low extent of evaluation indicated by the stakeholders, perhaps as a result of moderate involvement of beneficiaries in decision making process regarding the management of project outcome.

The finding tally with the findings of Silvius and Schipper (2019) who view projects as failing to seriously address the sustainability agenda and that project management knowledge areas ‘fall short of committing to a sustainable approach’. In fact, Silvius and Schipper (2014) state that stakeholder management plays a key role of integrating the project management competencies for projects to be sustainable.

The status of Social Based Corporate Project sustainability in the Technical, Vocational and Educational Training Institutions (TVETS) in Western Kenya was sought. The descriptive findings were as shown in Table 4.12.

Table 4.12: Efforts towards Sustaining CSRPs in the TVETs

Question	Yes	No	%
Is project sustainability assessment done before funds approval?	63%	37%	**100**
Is there a national policy statement that clearly defines respective responsibilities of all stakeholders regarding project sustainability?	46%	54%	**100**
Does the college have management structure to manage continual flow of benefits from the project?	72%	28%	**100**

According to findings in Table 4.4, 72% of the respondents indicated that the institutions had a management structure to manage continuous flow of benefits from Corporate Social Responsibility Projects with 46% of respondents stating that there was a national policy statement that clearly defines respective responsibilities of all stakeholders regarding project sustainability. The below average responses on the national policy defining responsibilities are an indicator that most of stakeholders are not well versed with any national policies concerning stakeholder involvement in social based corporate projects. When asked if there was project sustainability assessment before funds approval, 63% answered in the affirmative.

Table 4.13: Influential Players in the Sustainability of CSRPs in TVETs

To what extent does the following players influence project sustainability in your institution?						
	Very large extent	**Large extent**	**Moderate extent**	**Small extent**	**Very small extent**	**%**
Others	40%	11%	12%	14%	23%	**100**
Beneficiaries	59%	15%	11%	9%	6%	**100**
Senior Management Team	49%	18%	18%	10%	5%	**100**
Corporate Institution(sponsors)	60%	15%	16%	4%	5%	**100**
B.O. G	65%	16%	7%	8%	4%	**100**

Influential players in the sustainability of corporate social responsibility projects in TVETs were identified. The findings as shown in Table 4.5 show that 65% of the respondents identified Boards of Governors as the most influential players followed by the sponsors at 60%. Senior management team and beneficiaries were at 49% and 59% respectfully, community's influence was rated at 40%. The would be an indicator that the sponsors and B.O.G members bear the sole responsibility of ensuring that the CSRPs are successful and 23% of the community members stated that they were involved to a very small extent.

4.4.2 Descriptive Statistics of Stakeholder Identification

The first objective of the study was to determine the influence of Stakeholder Identification on the sustainability of CSRPs in the TVETs in Western Kenya. To achieve The, the respondents were asked to rate the effectiveness of process of identification of stakeholders for CSRPs. The statements were measured on a 5-point Liker Scale and the findings were as shown in Table 4.14.

From the data in Table 4.14, 39% of the respondents strongly agreed that stakeholder analysis is always done to identify the extend of decision making before selecting a stakeholder. Similarly, 37% of the respondents agreed that people are selected at a point that they have the greatest impact on the project while 35 % of the respondents were uncertain that those selected as stakeholders benefited from the projects initiated. It is worth noting that 41% of the respondents agreed that, people selected, or their organizations held a position from which they could influence the project. About 54% of the respondents agreed that those selected as stakeholders had an impact on the projects' resources.

Table 4.14: Descriptive statistics of Stakeholder Identification

The values in bold indicates the following categories; **5** =Strongly agree**, 4=** Agree, **3** = Uncertain**, 2 =** Disagree, **1** = Strongly agree

Statement	1	2	3	4	5	Mean	SD
Stakeholder analysis is always done to identify extend of decision making before selecting a stakeholder	33%	4%	9%	15%	39%	**3.23**	**1.74**
People are selected at a point that they have the greatest impact on the project	26%	11%	11%	37%	15%	**3.03**	**1.46**
People selected as stakeholders' benefit from projects initiated	5%	11%	35%	35%	14%	**3.42**	**1.02**
People selected, or their organisations hold a position from which they can influence the project	5%	6%	16%	41%	31%	**3.88**	**1.08**
People selected as stakeholders have an impact on the project's resources (materials, personnel, funding)	6%	7%	13%	54%	20%	**3.75**	**1.05**
People selected as stakeholders have skills or capabilities the project(s) will require	3%	12%	11%	38%	37%	**3.93**	**1.10**
People selected can resist change that is likely to influence initiated CSRPs in the negative direction	11%	28%	32%	12%	17%	**2.95**	**1.23**
Local community development networks and support organizations are always involved in identifying CSRPs stakeholders	22%	37%	13%	16%	12%	**2.58**	**1.31**
Problem analysis before selection of a stakeholder is always undertaken to understand the extend of stakeholder contribution in the project	24%	36%	9%	16%	15%	**2.62**	**1.39**
Concerns of stakeholders during project/stakeholder identification process are always taken care of.	26%	6%	34%	19%	15%	**2.9**	**1.37**
Average level of Stakeholder Identification	**Mean= 3.2301 (65%), Std. Dev = 0.76493**						

It was strongly noted by 38% of the respondents that people selected as stakeholders had skills or capabilities the project required 32% of the respondents were uncertain the people selected could resist change that is likely to influence the initiated CSRPs in the negative direction. According to the findings, 37% of the respondents

disagreed that local community development networks and support organizations were always involved in identifying CSRPs stakeholders.

According to the respondents 36% of the respondents disagreed that problem analysis before selection of a stakeholder was always undertaken to understand the extend of stakeholder contribution in the project. A dismal 34% of the respondents uncertain as to whether concerns of stakeholders during stakeholder identification process were taken care of. On average, the level of effectiveness in stakeholder Identification for Corporate Social Responsibility Projects in TVETs in western region of Kenya was at approximately 65% [Mean= 3.2301, Std. Dev = 0.76493]; This indicated that respondents were in agreement that the level of effectiveness in identifying stakeholders for Corporate social responsibility projects in TVETs in western region of Kenya was partially effective. From the findings, stakeholders are identified through stakeholder analysis and are identified at the greatest impact on the project since they are beneficiaries of the projects initiated.

Most of the stakeholders identified have an impact on the project resources and have capabilities required for running the project, though they are they are uncertain if the identification is undertaken to understand the extent of stakeholder contribution in the project. The explains why stakeholders are uncertain as to whether stakeholder identification process is always taken care of. The complements with studies done by Hargrove and Heyman (2020) who state that identifying the stakeholders for sustainability is vital for successfully implementing sustainability support in a given context.

4.4.3 Descriptive Statistics of Stakeholders Communication

The second objective of the study was to assess the effect of stakeholder communication on the sustainability of CSRPs in the TVETs in Western Kenya. First, the study assessed whether the TVETs in Western Kenya had a communication plan to ensure effective communication. The plans have information on who should be given specific information, when that information should be delivered and what communication channels would be used to deliver the information.

Respondents were asked to rate the effectiveness the communication by college to stakeholders on CSRPs. The statements were measured on a 5-point Liker Scale and the findings were as shown in Table 4.15. As shown in Table 4.15, 31% of the respondents disagreed that all CSRPs in the colleges had a communication plan that is made known to all stakeholders while 36% of respondents were uncertain if, information sort for in CSRPs helped adjust and respond to problem areas. From the findings, 44% of the respondents agreed that information shared minimizes stakeholder resistance throughout the life of the project.

From the data, 33% of the respondents were uncertain as to whether stakeholders clearly understood the project goals, objectives, benefits and risks. It was evident that project teams receive feedback for any communication made as 42% of the respondents agreed that it happened. Also, 26% of the respondents were not sure that all CSRPs in the colleges had a communication plan that helps engage the stakeholders throughout the project cycle. Equally, 30% of the respondents generally disagreed that the colleges had project issues log used to address stakeholders' concerns. About 50% of the respondents disagreed that stakeholders' management risks were captured and managed in all the projects initiated. About 36% of the respondents disagreed that these risks were documented in all projects initiated. In addition, 35% of the respondents were uncertain as to whether communication among the stakeholders had been fast and efficient throughout the project cycle.

On average, the level of effectiveness in stakeholder Communication about Corporate Social Responsibility Projects (CSRPs) in TVETs in western region of Kenya was at approximately 61% [Mean= 3.0569, Std. Dev = 0.87784]; This indicated that respondents were in agreement that the the level of effectiveness in communication to stakeholders on Corporate Social Responsibility Projects in TVETs in western region of Kenya was partially effective.

Table 4.15: Descriptive Statistics of Stakeholder Communication

The values in bold indicates the following categories; **5** =Strongly agree**, 4=** Agree, **3 =** Uncertain**, 2 =** Disagree, **1** = Strongly agree

Statement	**1**	**2**	**3**	**4**	**5**	**Mean**	**SD**
All CSRPs in the college have a communication plan that is made known to all stakeholders	26%	31%	9%	16%	17%	**2.67**	**1.455**
Information sort for in CSRPs helps adjust and respond to problem areas	3%	5%	36 %	41%	15%	**3.61**	**0.894**
Information shared minimizes stakeholder resistance throughout the life of the project.	4%	6%	35 %	44%	11%	**3.54**	**0.897**
Stakeholders clearly understand the project goals, objectives, benefits and risks	25%	6%	33 %	15%	21%	**3.03**	**1.435**
Project teams receive feedback for any communication made	3%	25%	10 %	19%	42%	**3.71**	**1.33**
All CSRPs in the college have a communication plan that helps engage the stakeholders throughout the project cycle	26%	26%	9%	24%	15%	**2.75**	**1.444**
All projects in the college have the Project Issues Log used to address stakeholders' concerns	24%	30%	15 %	20%	12%	**2.65**	**1.344**
Stakeholders Management risks are captured and managed in all the projects initiated.	4%	50%	20 %	16%	10%	**2.77**	**1.078**
Stakeholders' Management risks are documented in all the projects initiated	4%	36%	33 %	15%	10%	**2.91**	**1.052**
Communications among the stakeholders has been fast and efficient throughout the project cycle.	26%	10%	35 %	14%	16%	**2.85**	**1.373**
Average level of effectiveness in Stakeholder Communication	**Mean= 3.0569 (61%), SD = 0.87784**						

4.4.4 Descriptive Statistics of Stakeholders Engagement

The third objective of the study was to assess the influence of Stakeholder Engagement on the sustainability of CSRPs in the TVETs in Western Kenya. Respondents were asked to rate the current and desired level of engagement of stakeholders in CSRPs in the respective colleges and the average responses were as shown in Table 4.16.

Table 4.16: Level of Engagement of Stakeholders in CSRPs in TVETs in Western Kenya

	Average Level of Engagement (0-5)			
Stakeholder	**Current Level**	**Percentage**	**Desired Level**	**Percentage**
B.O. G	3.7	74%	4.24	85%
Corporate Institutions (Sponsors)	3.71	74%	4.2	85%
Senior Management Team (SMT)	5.51	70%	4.11	82%
Beneficiaries (Users)	2.87	57%	4.06	81%

From Table 4.16, it is evident that the current level of engagement of the B.O.G in CSRPs was at Supportive level at 74%; The indicates that B.O.G. as stakeholders have been supporting the CSRPs in TVETs in Western Kenya. However, other stakeholders have a desire that the B.O.G take the lead in running the CSRPs in TVETs as indicated by an average rating of 85%. It is also evident that the current level of engagement of the sponsors in CSRPs was at Supportive level at 74%; The indicates that sponsors as stakeholders have been supporting the CSRPs in TVETs in Western Kenya. However, other stakeholders have a desire that the sponsors take the lead in running the CSRPs in TVETs as indicated by an average rating of 85%.

The current level of engagement of the senior management team in CSRPs was at Supportive level at 70%; The indicates that the senior management team as stakeholders have been supporting the CSRPs in TVETs in Western Kenya. However, other stakeholders have a desire that the B.O.G take the lead in running the CSRPs in TVETs as indicated by an average rating of 82%. Equally, the current level of engagement of the beneficiaries in CSRPs was at uncertain level at 51%; The

indicates that beneficiaries as stakeholders have been supporting the CSRPs in TVETs in Western Kenya.

However, other stakeholders have a desire that the beneficiaries take the lead in running the CSRPs in TVETs as indicated by an average rating of 81%. Describe the other findings in Figure 4.7 above where 0 – 20% indicates “Unaware”, 21-40% indicates “Resistant”, 41- 60% indicates “Uncertain”, 61-80% indicates “Supportive” and above 80% indicates “Leading” level of engagement for current/desired levels among respective stakeholders. The non-overlapping 5% error bars indicate that the average levels (for current and desired) are significantly different at 5% level of significance.

Table 4.17: Descriptive Statistics of Stakeholder Engagement

The values in bold indicates the following categories; 5 =Strongly agree, 4= Agree, 3 = Uncertain, 2 = Disagree, 1 = Strongly agree

Statement	1	2	3	4	5	Mean	SD
Stakeholders are committed to the management of CSRPs because they believe it is the right thing to do	2%	5%	11%	54%	28 %	**4.01**	**0.883**
Stakeholders consults with their constituents for decision making without compulsion	1%	28%	28%	16%	28 %	**3.41**	**1.183**
Stakeholders have enthusiasm of running the project	2%	6%	13%	47%	31 %	**3.99**	**0.944**
There is consensus building amongst stakeholders in projects.	4%	4%	39%	40%	12 %	**3.52**	**0.911**
Stakeholders are contributors to management through membership of forums and steering groups that work alongside staff supervising progress on partnership activities	2%	3%	35%	37%	24 %	**3.78**	**0.919**
There is respect amongst stakeholders in projects	2%	4%	36%	19%	39 %	**3.87**	**1.057**
The institution regularly guarantees stakeholder's commitment with signed documents	4%	27%	29%	21%	19 %	**3.26**	**1.16**
Project leaders always ask for other stakeholder's input in the CSRPs	1%	32%	15%	16%	36 %	**3.53**	**1.302**
SCP team leaders always send regular status updates about project progress to team members to ensure that they are conversant with the project progress	3%	47%	13%	23%	14 %	**2.98**	**1.173**
SCP team leaders always nail down stakeholders' specific expectations to ensure that their expectations are completely understood.	25 %	27%	13%	22%	13 %	**2.7**	**1.382**
Average level of Stakeholder engagement	**Mean= 3.5022 (70%), SD = 0.73367**						

To achieve the third objective, respondents were asked to rate the level of engagement of stakeholders by college in CSRPs. The statements were measured on a 5-point Liker Scale and the findings were as shown in Table 4.17. Respondents in Table 4.17 showed levels of stakeholder engagement. From the data, 54% of the respondents agreed that stakeholders are committed to the management of CSRPs because they believe it is the right thing to do.

About 28% of the respondents stated that to a less extent, the stakeholders consulting with their constituents for decision making without compulsion. However, 47% of

the respondents agreed that stakeholders have enthusiasm of running the project. Similarly, 40% of the respondents agreed that there is consensus building amongst stakeholders in projects. 37% of the respondents agreed that stakeholders are contributors to management through membership of forums and steering groups that work alongside staff supervising progress on partnership activities.

Majority (39% of the respondents) strongly agreed that there is respect amongst stakeholders in projects while 29% of the respondents were uncertain that the institution regularly guarantees stakeholders commitment with signed documents. Also, 36% of the respondents agreed that project leaders always ask for other stakeholders' input in the CSRPs but 47% of these respondents disagreed that SCP team leaders always send regular status updates about project progress to team members to ensure that they are conversant with the project progress. When asked whether SCP team leaders always nail down stakeholders' specific expectations to ensure that their expectations are completely understood, 27% of the respondents disagreed that this occurred.

On average, the level of engagement of stakeholders in Corporate Social Responsibility Projects (CSRPs) in TVETs in western region of Kenya was at approximately 70% [Mean= 3.5022, Std. Dev = 0.73367]; This indicated that the respondents were in agreement that stakeholders support the Corporate Social Responsibility Projects in TVETs in western region of Kenya, but most of them do not take the lead in the projects. A similar research as documented by Stocker *et al*.,(2020) affirms that stakeholder engagement is important in assessing sustainability of projects since there tends to be an absence of scientific consensus on the components of sustainable development. In the research therefore, there seems to be a link between stakeholder engagement and sustainability.

4.4.5 Descriptive Statistics of Stakeholder Empowerment

The fourth objective of the study was to assess the influence of Stakeholder Empowerment on the sustainability of CSRPs in the TVETs in Western Kenya.

Respondents were asked to rate the level of Stakeholder Empowerment on CSRPs in TVETs in Western Kenya. The statements were measured on a 5-point Liker Scale and the findings were as shown in Table 4.18. Respondents in Table 4.18 were asked on the level of stakeholder empowerment. About 47% of the respondents strongly indicated that there is an enabling environment for dialogue amongst stakeholders while 46% agreed that stakeholders are to assist in the identification of other stakeholders for projects.

Also, 48% of the respondents disagreed that stakeholders are sufficiently prepared and briefed to have well informed opinions and decisions. The findings are that 49% of the respondents disagreed that stakeholders do not voice their views without any fear of penalty. Similarly, 34% of the respondents thought that the stakeholders do not define the terms of engagement in projects. According to the data, 30% of the respondents disagreed that there was public disclosure and feedback process in the running of CSRPs.

Generally, 31% of the respondents agreed, project manager and other team leaders are focussed and well organized and are able to engage with committed team and gain the support of all stakeholders. About 40% of the respondents agreed that guidance, materials and practical support are given to stakeholders, so they can share in planning and implementation of CSRPs. Also, 41% of the respondents agreed that there were processes and structures that empower stakeholders that had been put in place while 30% of the respondents disagreed that stakeholders have been allowed to maximize opportunities for full co-production to ensure effective and smooth running of the CSRPs. Nearly 33% of the respondents thought that stakeholders have been given opportunity to have their strong influence or share or make the main decisions during project planning.

On average, the level of Stakeholder Empowerment in Corporate Social Responsibility Projects (CSRPs) in TVETs in western region of Kenya was at approximately 66% [Mean= 3.2773, Std. Dev = 0.82772]; This indicated that the majority of the respondents were in agreement that the level of empowerment of the

stakeholder to run the Corporate Social Responsibility Projects (CSRPs) in TVETs in western region of Kenya, was moderate thus room for improvement.

Table 4.18: Descriptive statistics of Stakeholder Empowerment

The values in bold indicates the following categories; **5 =**Strongly agree**, 4=** Agree, **3 =** Uncertain**, 2 =** Disagree, **1** = Strongly agree

Statement	**1**	**2**	**3**	**4**	**5**	**Mean**	**SD**
There is an enabling environment for dialogue amongst stakeholders	5%	4%	32%	13%	47 %	**3.93**	**1.171**
Stakeholders assist in the identification of other stakeholders for projects	3%	6%	32%	46%	13 %	**3.61**	**0.891**
Stakeholders are sufficiently prepared and briefed to have well informed opinions and decisions.	1%	48%	15%	17%	18 %	**3.03**	**1.203**
Stakeholders voice their views without any fear of penalty	7%	49%	11%	17%	16 %	**2.86**	**1.255**
The stakeholders define the terms of engagement in projects	19%	34%	14%	16%	18 %	**2.79**	**1.382**
There is a public disclosure and feedback process in the running of CSRPs	15%	30%	12%	20%	23 %	**3.06**	**1.429**
Project manager and other team leaders are focused and well organised and are able to engage with committed team and gain the support of all stakeholders.	3%	26%	8%	32%	31 %	**3.64**	**1.242**
Guidance, materials and practical support are given to stakeholders, so they can share in planning and implementation of CSRPs	3%	26%	17%	40%	14 %	**3.37**	**1.095**
Processes and structures that empower stakeholders have been put in place	2%	31%	15%	41%	11 %	**3.28**	**1.084**
Stakeholders have been allowed to maximize opportunities for full co-production to ensure effective and smooth running of the CSRPs	4%	30%	27%	21%	18 %	**3.2**	**1.158**
Stakeholders have been given opportunity to have their strong influence or share or make the main decisions during project planning	5%	26%	22%	33%	14 %	**3.27**	**1.134**
Average level of Stakeholder Empowerment	**Mean= 3.2773 (66%), SD = 0.82772**						

4.4.6 Descriptive Statistics of Knowledge Sharing

The fourth objective of the study was to determine the moderating effect of Knowledge sharing on the influence of stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment on the sustainability of CSRPs in TVETs in western Kenya. The detailed findings were as shown in the subsequent subsections. The status of Knowledge sharing in Technical,

Vocational and Educational Training Institutions (TVETs) in Western Kenya was sought. The respondents were asked to state the common methods used for information dissemination in projects by their own colleges and the responses were as shown in Table 4.19.

Table 4.19: Common Methods used in Dissemination of Information in CSRPs

Method	Never	Rarely	Sometimes	Often	Always	**Mean**	**% Mean**	**SD**
Electronic Mail	23%	8%	44%	18%	7%	**2.77**	**55%**	**1.186**
Website/Online Portal	18%	6%	46%	18%	13%	**3.03**	**61%**	**1.211**
Meetings	1%	3%	27%	39%	30%	**3.94**	**79%**	**0.884**
Social Media	13%	11%	44%	21%	10%	**3.04**	**61%**	**1.13**
Print Media	5%	11%	42%	18%	24%	**3.46**	**69%**	**1.164**

From the findings of Table 4.19, majority of the respondents, 44% stated that electronic mail is only but sometimes used to disseminate information in the TVETs. The level of use of electronic mail in dissemination of information was 55% rated average (sometimes) as indicated by Mean= 2.77, Std. Deviation= 1.186. The mean and standard deviation show that respondents were few who stated that 46% stated that Website or online portal is only but sometimes used to disseminate information in the TVETs.

The level of use of Website or online portal in dissemination of information was 61% rated (often) as indicated by Mean= 3.03, Std. Deviation= 1.211. Majority of the respondents, 30% stated that meetings are often used to disseminate information in the TVETs. The level of use of meetings in dissemination of information was 79% rated (often used) as indicated by Mean= 3.94, Std. Deviation= 0.884. Majority of the respondents, 44% stated that social media is only but sometimes used to disseminate information in the TVETs. The level of use of social media in dissemination of information was 61% rated (often used) as indicated by Mean= 3.04, Std. Deviation= 1.13. Majority of the respondents, 42% stated that print media is only but sometimes used to disseminate information in the TVETs. The level of

use of print media in dissemination of information was 69% rated (often used) as indicated by Mean= 3.46, Std. Deviation= 1.164.

Table 4.20: Sharing Information in CSRPs with stakeholders

	Very Large Extend	Large Extend	Moderate Extend	Small Extend	Very Small Extend	**Mean**	**% Mean**	**SD**
Sponsors	33%	48%	13%	3%	3%	**1.95**	**39%**	**0.913**
H.O. Ds	29%	48%	10%	12%	1%	**2.08**	**42%**	**0.981**
Beneficiaries	19%	13%	14%	15%	38%	**3.4**	**68%**	**1.556**
Small Management Teams	19%	45%	13%	14%	10%	**2.51**	**50%**	**1.228**
Project Management Teams	30%	47%	16%	5%	3%	**2.04**	**41%**	**0.955**

From the findings in Table 4.20, majority of the respondents, 48% stated that TVETs shared information on CSRPs with sponsors to a large extent. From the findings of Table 4.42, the level of sharing the information was 39% rated below average (rarely) as indicated by Mean= 1.95, Std. Deviation= 0.913. Majority of the respondents, 48% stated that TVETs shared information on CSRPs with H.O. Ds to a large extent. The level of sharing the information was 42% rated below average (rarely) as indicated by Mean= 2.08, Std. Deviation= 0.981. Majority of the respondents, 38% stated that TVETs shared information on CSRPs with beneficiaries to a very small extent. The level of sharing the information was 68% rated above average (often used) as indicated by Mean= 3.40, Std. Deviation= 1.556.

Majority of the respondents, 45% stated that TVETs shared information on CSRPs with small management teams to a large extent. The level of sharing the information was 50% rated average (sometimes) as indicated by Mean= 2.51, Std. Deviation= 1.228. Majority of the respondents, 47% stated that TVETs shared information on CSRPs with project management teams to a large extent. The level of sharing the information was 41% rated average (rarely) as indicated by Mean= 2.04, Std. Deviation= 0.955.

From the findings, sponsors and heads of department are privy to most of the information by virtue of their positions in the project management process. Beneficiaries have the least information in the running and implementation of CSRPs while project management teams and small management teams are informed of the management practices. This is a pointer that the CSRPs are initiated and run by those sponsoring them and could jeopardize ownership of and involvement of the stakeholders. The perception of stakeholders on the Knowledge sharing about Corporate Social Responsibility Projects in TVETs in western region of Kenya was sought. The items were measured on a 5-point Liker Scale and the findings were as shown in Table 4.21.

Table 4.21: Descriptive Statistics of Knowledge Sharing among Stakeholders in CSRPs

The values in bold indicates the following categories; **5** =Very large extent**, 4=** Large extent, **3 =** Moderate extent**, 2 =** Small extent, **1** = Very small extent

Statement	1	2	3	4	5	Mean	SD
To what extend do you think information governance policy in place on CSRPs in the college is effective if it at all exists	4%	11%	42%	28%	16%	**3.41**	**1.00**
To what extend do you think information-sharing strategy is in place on CSRPs in the college if at all it exists	1%	32%	15%	31%	20%	**3.37**	**1.17**
To what extend do you think the college always share information collected amongst stakeholders in the event of a crisis in the management of projects	3%	31%	13%	32%	20%	**3.36**	**1.21**
If your college has any agreements with other organizations or partners to facilitate access or use of information that they may be holding in their custody, to what extend do you think it has been effective?	3%	32%	24%	23%	19%	**3.22**	**1.17**
Indicate to what extend do your college share available data on projects with other stakeholders	4%	29%	17%	31%	20%	**3.35**	**1.20**
Indicate the extent to which your college uses information from co-ordinating meetings for stakeholder management.	4%	29%	21%	29%	17%	**3.27**	**1.17**
To what extend is information on projects in your college shared upon requests?	4%	32%	15%	35%	16%	**3.27**	**1.17**
To what extend is information on projects in your college shared via regular scheduled meetings?	11 %	33%	14%	26%	16%	**3.05**	**1.31**
To what extend is information on projects in your college shared whether irregular/Ad Hoc updates?	5%	39%	13%	31%	11%	**3.06**	**1.17**
Average extends of Knowledge Sharing	**Mean= 3.3146 (66%%), SD = 0.93630**						

In Table 4.21 majority of the respondents;42% stated that to a moderate extent, information governance policy in place on CSRPs in the college is effective while 32% of the respondents thought that to a small extent, information sharing strategy is

in place in CSRPs. A similar percentage also noted that to s small extent if the college had any agreements with other organizations or partners to facilitate access or use information that they may be holding in their custody had been effective.

A similar response from the respondents indicated that information on projects in the college was shared upon requests. From the findings, 32% of the respondents stated that to a large extent, the college always shares information collected amongst stakeholders in the event of a crisis in the management of projects. About 29% of the respondents stated that to a small extent, the college shares available data on projects with other stakeholders and that the college uses information from coordinating meetings for stakeholder management. Equally, 33% of the respondents stated that to a small extent, information on projects in the respective colleges shared information via regular scheduled meetings while 39% of the respondents stated that to a small extent this information was shared whether irregular or by use of ad hoc updates.

On average, the level of Knowledge sharing on Corporate Social Responsibility Projects in TVETs in western region of Kenya was at approximately 66% [M= 3.3146, SD= 0.93630]; This indicated respondents were in agreement that the extend of Knowledge sharing on Corporate Social Responsibility Projects in TVETs in western region of Kenya was large.

The findings affirm that facilitating knowledge sharing within organizations is a difficult task. As confirmed by Halisah *et al.,* (2021) the willingness of individuals to share and integrate their knowledge is one of the central barriers. The findings show that knowledge sharing not only implies focus, a clear objective, and unidirectionality, but information may be shared in unintended ways (multiple directional) without a specific objective with the intent of building trust and commitment among stakeholders.

4.4.6 Document Analysis

Secondary data from the sampled TVETs was collected on different CSRPs initiated in the institution, specific functions and sustainability issues using Document analysis form for content analysis. Prasad (2008) states that content analysis is any

research technique for making inferences by systematically and objectively identifying specified characteristics within text (anything written, visual, or spoken that serves as a medium for communication) (Torelli *et al.*, 2020). Content analysis on stakeholder management plans, risk management, stakeholder identification forms was made.

As to whether the TVETs in Western Kenya were monitoring the sustainability of the CSRPs in the respective institutions, Environmental Impact Assessment (EIA) reports were checked as evidence of monitoring and evaluating the projects among TVETs, to determine their sustainability level. It takes into account inter-related socio-economic, cultural and human health impacts both beneficial and adverse. The findings were as shown in Table 4.22.

Table 4.22: Availability of EIA Reports

Construct	No. of sampled TVETs	Evidence of EIA reports	No evidence of EIA reports	Total
Sustainability of CSRPs	40	76%	24%	100%

Table 4.22 shows that majority of the sampled TVETs, 76% were able to provide EIA reports as evidence of monitoring and evaluating the sustainability of the CSRPs. Availability of EIA Reports in TVETs. The implication is that most of the institutions that fund CSRPs take due diligence of establishment of projects and initiatives as part of the regulatory mandate under Corporate Social Responsibility. The finding is in tandem with the influence of corporate institutions in sustainability of CSRPs. However, to effectively implement recommendations of EIA reports takes the input of all stakeholders.

About 24% of the TVETs were not able to provide EIA reports as evidence of evaluating the sustainability of the projects. Whereas this could be an indicator that EIA was not carried out, it could mean that full disclosure of such reports to other stakeholders was missing in TVETs. Sustainability as defined in the context of sustainable development by the World Commission on Environment and

Development (1987) as 'forms of progress that meet the needs of the present without compromising the ability of future generations to meet their needs'.

The care for the future implies, among other things, a wise use of natural resources and other aspects regarding the environmental footprint which is well captured in EIA reports. In addition, sustainable development concept is often viewed as constituting a further elaboration of the close links between economic activity and the conservation of environmental resources. The therefore, gives a critical link of such reports to sustainability of EIA.

As to whether the TVETs in Western Kenya were able to account for their stakeholders through filling stakeholder Identification forms, the sampled TVETs were asked to provide evidence of filled Stakeholder identification forms and the findings were as shown in Table 4.23.

Table 4.23: Availability of Stakeholder Identification Forms

Construct	No. of sampled TVETs	Evidence of filled stakeholder identification forms	No Evidence of filled stakeholder identification forms	Total
Stakeholder Identification	40	72%	28%	100%

Table 4.23 shows that majority of the sampled TVETs, 72% were able to provide filled stakeholder identification forms as evidence of identification of their respective stakeholders. The findings indicate that stakeholders are identified in CSRPs initiated, an implication that if rightly done can influence the sustainability of the CSRPs established. About 28% of the TVETs were not able to provide stakeholder identification forms where they may be recording details of their stakeholders.

The shows a flawed stakeholder management process from the onset as stakeholder identification if fundamental in any projects initiated. Silvius and Schipper (2019) agree that in establishing sustainability in projects, further work is required on integrating stakeholder engagement strategies into decision support systems and developing criteria for the identification of different stakeholder profiles or

categories. The sampled TVETs were asked to provide evidence of communication plan and the findings were as shown in Table 4.24.

Table 4.24: Availability of Stakeholder Communication Forms

Construct	No. of sampled TVETs	Evidence of filled communication plans	No Evidence of filled communication plans	Total
Stakeholder Communication	40	79%	21%	100%

Table 4.24 shows that majority of the sampled TVETS, 79% were able to provide a communication plan. The shows that projects approved for funding have evidence of how they will manage communication. It indicates a relationship with management and implementation of CSRPs in TVETs. 21% of the TVETs were not able to provide evidence of a communication plan. TVETs without a communication plan mainly implemented projects without an elaborate management and it is an indicator that information on CSRPs would not generally reach all the stakeholders implementing them. Yazici (2020) states that stakeholders adapt their strategies over time and can acquire influence over their target by working with other stakeholders rather in more complex and dynamic contexts. This is necessitated by effective communication plans.

The study assessed whether the TVETs in Western Kenya have a risk management plan. Risk management plans help project managers foresee risks, estimate impacts and define responses to risks. The sampled TVETs were asked to provide evidence of the risk management plan and the findings were as shown in Table 4.25.

Table 4.25: Availability of Risk Management Plans

Construct	No. of sampled TVETs	Evidence of filled Risk Management plans	No Evidence of filled Risk management plans	Total
Stakeholder Engagement	40	83%	17%	100%

Table 4.25 shows that majority of the sampled TVETs, 83% were able to provide a risk management plan. The plan was annexed to the projects proposals in the respective offices. Majority of the stakeholders however failed to account whether they were fully implemented during the establishment and implementation of CSRPs. About 17% of the TVETs were not able to provide evidence of a risk management plan. Majority of these failed to identify what a risk management plan was which begs the question whether there is adequate knowledge sharing in the projects initiated. According to Doskočil and Lacko (2018) risk arises when a vulnerability exists within an institution's operating system in the absence of effective countermeasures and controls (i.e., a lack of risk management). This is best adjudicated in the risk management plans established.

The study sought to assess whether the TVETs in Western Kenya have Project Issue Log. The purpose of the project issues was to establish whether there was documentation of hazards that would create problems which would hinge on risks in projects. It contains a list of ongoing and closed issues of the project. The sampled TVETs were asked to provide evidence of Project Issue Log and the findings were as shown in Table 4.26.

Table 4.26: Availability of Project Issues Log Plans

Construct	No. of sampled TVETs	Evidence of filled Project issues log	No Evidence of filled project issues log	Total
Stakeholder Empowerment	40	85%	15%	100%

Table 4.26 shows that majority of the sampled TVETs, 85% were able to avail a Project Issue Log. However, they were not duly filled, an indication that most of the hazards and risks were not documented. This is a pointer that the projects were majorly run by the sponsors and TVETs with little or no input from the stakeholders as documented by the 15% of the TVETs that were not able to avail evidence of a project issue log. This is seen by Civera *et al.*, (2019) as an attempt to mollify stakeholders by project managers while focusing their attention on the details of project management rather than to empower stakeholders to have a significant input

to the project empowerment being seen to encourage 'interference' from non-specialists into the managers' domain.

Assessment of whether the TVETs in Western Kenya have stakeholder analysis register was made. Stakeholder Analysis Register helps to establish information of all stakeholders, groups and organizations that have an interest or involvement in the CSRPs. It further gives stakeholder expectations in the established projects. The sampled TVETs were asked to provide evidence of stakeholder analysis register and the findings were as shown in Table 4.27.

Table 4.27: Availability of Stakeholder Analysis Register

Construct	No. of sampled TVETs	Evidence of filled stakeholder analysis register	No Evidence of filled stakeholder analysis egister	Total
Knowledge Sharing	40	68%	32%	100%

Table 4.27 shows that majority of the sampled TVETs, 68% were able to avail a Stakeholder Analysis register. The was included in some of the project proposals but was not duly filled. Questioning its functionality in the management of projects. About 32% of the TVETs were not able to avail evidence of a Stakeholder Analysis register. The implies that the information was not widely shared to all stakeholders and beneficiaries of the projects were not included in the stakeholder analysis register. The findings indicate availability of stakeholder analysis registers on paper but are not actualised in the implementation of CSRPs. Hargrove and Heyman (2020) assert in their findings that stakeholders are the key persons determining whether or not any objective is achieved, identifying the stakeholders for sustainability is crucial for successfully implementing sustainability support in a given context.

4.4.7 Summary of Descriptive Statistics

Besides the descriptions of the individual variable items using means and standard deviations the summary of composite means and standard deviations were also calculated and the result is as shown in Table 4.28.

Table 4.28: Status of Descriptive Statistics

Descriptive Statistics

	Mean	SD	N
Sustainability	3.3949	0.66077	362
Knowledge Sharing	3.3146	0.9363	362
Stakeholders Identification	3.2301	0.76493	362
Stakeholder Communication	3.0569	0.87784	362
Stakeholder Engagement	3.5022	0.73367	362
Stakeholder Empowerment	3.2773	0.82772	362

Descriptive analysis involved finding the means, standard deviation and averages of the responses. On interpreting the five-point Likert scales, factor loadings that were based on principal components analysis to add on varimax rotation for specific items of both the dependent variables and independent variables was conducted. The study adopted the following grading system as previously indicated in Table 3.3. For the five variables constructs, the respondents were in agreement that the most practiced stakeholder management process was stakeholder engagement (M=3.50, SD=0.734) followed by stakeholder empowerment (M=3.28, SD=0.828); the least practiced was stakeholder communication (M=3.06, SD=0.878). Further, they agreed that knowledge sharing was moderately practiced (M=3.31, SD=0.936). The results indicate that the stakeholders are highly engaged, partially empowered, partially involved in stakeholder identification and there is partially effective communication amongst the respondents. There is also partial knowledge sharing management.

Companies that support CSRPs must be able to determine how their projects can become more socially responsible, ecologically sustainable, and economically competitive and have to become more adept at integrating their organization's market and nonmarket strategies (Al-Reyaysa *et al.*, 2019). Part of the initiatives is to establish a sound stakeholder management process. The findings in Table 4.28 show the possibility of the communication pattern only relevant to the project teams and fail to include the beneficiaries. The engagement and empowerment are therefore formally reported with disregard to the practice on the ground. This is shown by the varied responses from the respondents in the study.

4.5 Diagnostic Tests

Regression analysis is based on five classical assumptions which include linearity between independent and dependent variables, normality, homoskedasticity, multicollinearity and presence of outliers. Scatter plots were adopted to test for linearity and presence of outliers, Shapiro wilk test was used to test normality and variable inflation factor was used to test for multicollinearity. To model the influence of stakeholder management process on the sustainability of CSRPs in TVETs in western Kenya using linear regression model, assumptions of linear regression were first met and the findings were as detailed below.

4.5.1 Normality Test

Shapiro Wilk test was used to test for the assumption of normal distribution of Sustainability of Social Based Corporate Projects, stakeholder identification, stakeholder engagement, stakeholder communication, stakeholder empowerment; and knowledge sharing. The null hypotheses were that; the Sustainability of Social Based Corporate Project scores were not significantly different from a normal distribution; the Stakeholder Identification scores were not significantly different from a normal distribution; the Stakeholder Communication scores were not significantly different from a normal distribution; the Stakeholder engagement scores were not significantly different from a normal distribution. The findings were as shown in Table 4.29. The Shapiro Wilk test results with p-value = 0.059 > 0.05, indicated that the null hypothesis is rejected, thus, the study concluded that Sustainability of Corporate social responsibility projects scores were significantly normally distributed.

Table 4.29: Summary of Normality test for Distribution of scores for Variables

Variable Construct	Shapiro-Wilk test Statistic	Df	p-value
1.Sustainability of Social Based Corporate Projects	.973	352	.059
2.Stakeholder Identification	.959	359	.652
3.Stakeholder Communication	.931	362	.081
4.Stakeholder Engagement	.946	355	.079
5.Stakeholder Empowerment	.949	358	.165
6.Knowledge Sharing	.930	355	.087

The Shapiro Wilk test results with p-value = 0.652 > 0.05, indicated that the null hypothesis is rejected, thus, the study concluded that scores for Stakeholder Identification were significantly normally distributed. The Shapiro Wilk test results with p-value = 0.081 > 0.05, indicated that the null hypothesis is rejected, thus, the study concluded that scores for Stakeholder Communication were significantly normally distributed. The Shapiro Wilk test results with p-value = 0.079 > 0.05, indicated that the null hypothesis is rejected, thus, the study concluded that scores for Stakeholder engagement were significantly normally distributed.

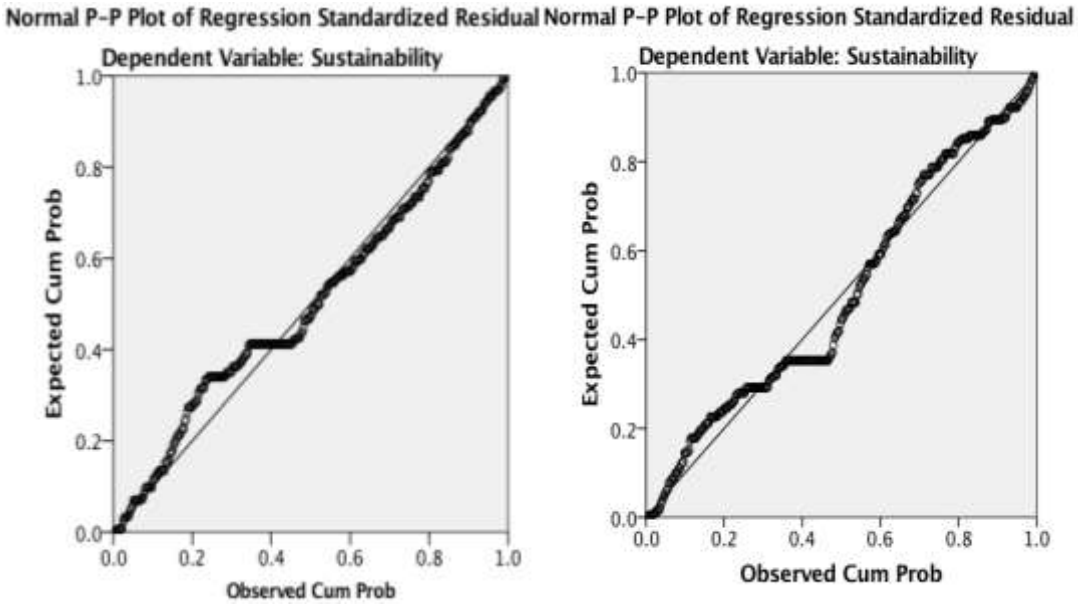
The Shapiro Wilk test results with p-value = 0.165 > 0.05, indicated that the null hypothesis is rejected, thus, the study concluded that scores for Stakeholder Empowerment were significantly normally distributed. The Shapiro Wilk test results with p-value = 0.087 > 0.05, indicated that the null hypothesis is rejected, thus, the study concluded that scores for knowledge sharing on Social Corporate Project were significantly normally distributed.

4.5.2 Homoscedasticity, Linearity and Presence of Outliers

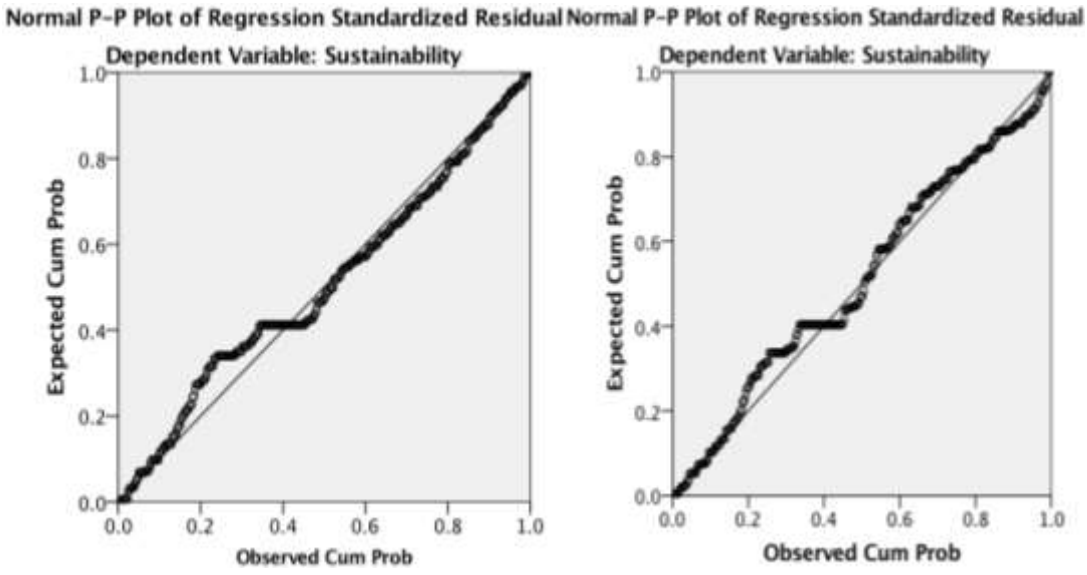
The linearity assumption was tested with Normal p-p plot of regression standardized residual as shown in Figure 4.2. The points lie in a reasonably straight diagonal line from bottom left to top right as shown in the Normal Probability Plot; an indication of linear a relationship thus assumption for linearity was achieved. In the Scatterplot of the standardized residuals (Figure 4.3) the residuals are roughly rectangular distributed, with most of the scores concentrated in the Centre (along the point). The

standardized residuals are randomly distributed and are not organized in any systematic manner.

Lack of the deviations of the residuals from a centralized rectangle suggest that we did not violate the assumption of homoscedasticity. Since Multiple Regressions is very sensitive to outliers (very high or very low scores). Outliers were given a score for that variable that is high, but not too different from the remaining cluster of scores. From figure 4.3, none of the standardized residuals is more than 3.3 or less than –3.3, indicating that there were no outliers in our dataset.

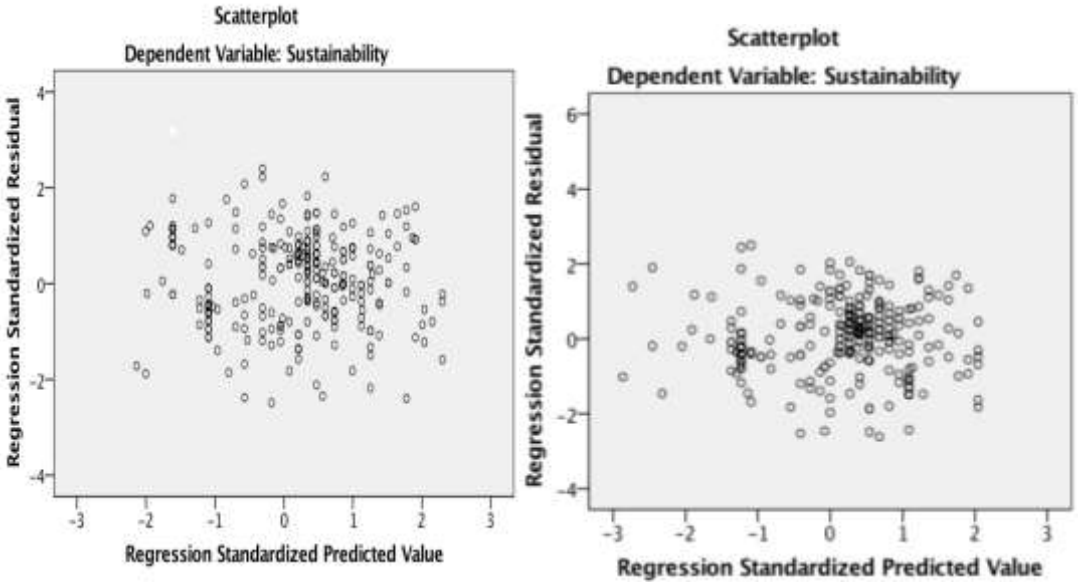


Stakeholder Identification **Stakeholder Communication**

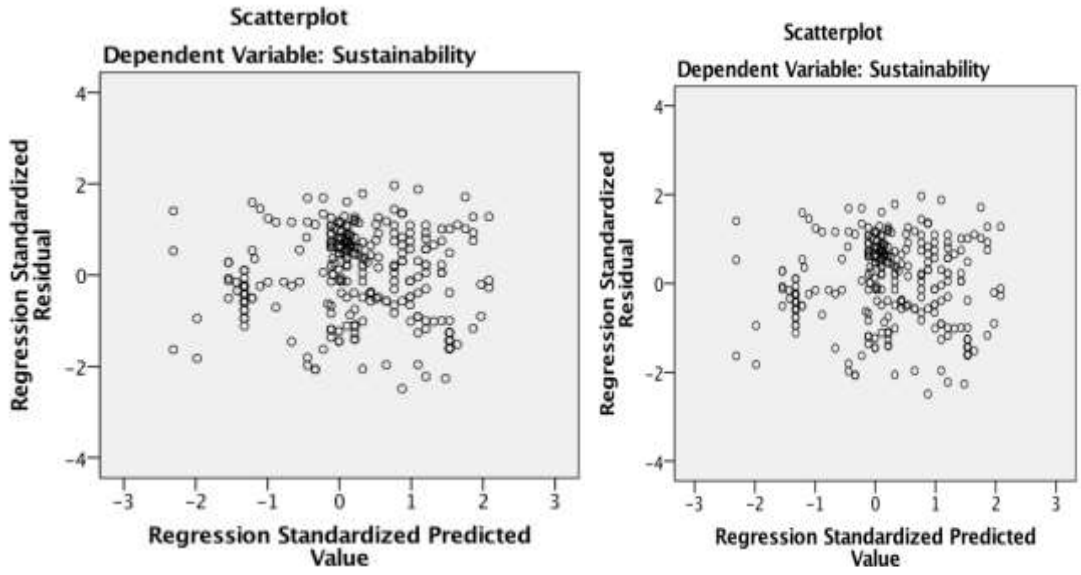


Stakeholder Engagement **Stakeholder Empowerment**

Figure 4.1: Normal p-p Plots of Regression Standardized Residual for Stakeholder Management Process' Variables



Stakeholder Identification **Stakeholder Communication**



Stakeholder Engagement **Stakeholder Empowerment**

Figure 4.2: Scatter Plots of the Standardized Residuals for Stakeholder Management Process' Variables

4.5.3 Multicollinearity Test

Multicollinearity denotes the circumstance in which explanatory variables are very much correlated. Presence of much correlation among the independent variables leads to an effect, whereby the regression model fits the data well, but none of the explanatory variables has a significant influence in forecasting the dependent variable (Bollen & Long, 1993). Variable Inflation Factor (VIF) was used to detect any problem of collinearity as shown in Table 4.30. Those variables having VIF higher than 5 or a tolerance value less than 0.2 indicates presence of multicollinearity (Myers, 1990).

Table 4.30: Collinearity tests using Variance Inflated Factor (VIF)

Variable	Tolerance (1/VIF)	VIF
Stakeholder Identification	.540	1.851
Stakeholder Communication	.312	3.202
Stakeholder Engagement	.285	3.507
Stakeholder Empowerment	.256	3.899

In the study findings, tolerance values are above 0.20 and VIF values are below 5 for all the variables as shown in Table 4.30; an indication that there was no problem of multicollinearity thus allowing the study to include all the four variables in the same model.

4.6 Correlation Analysis

In The study, the relationship between stakeholder management process, namely stakeholder identification, stakeholder engagement, stakeholder communication and stakeholder empowerment; knowledge sharing and sustainability of projects was examined use Pearson product moment correlation analysis on the composite means of variables. The results of the analyses are presented in Table 4.31.

Table 4. 31: Correlation Analysis

Correlations

			SUS	KS	SID	SCom	SEng	SEmp
1	Sustainability (SUS)	Pearson Correlation	**1**					
		Sig. (2-tailed)						
		N	**352**					
2	Knowledge Sharing (KS)	Pearson Correlation	**.725****	1				
		Sig. (2-tailed)	**<0.001**	<0.001				
		N	**347**	355				
3	Stakeholders Identification (SID)	Pearson Correlation	**.596****	.596**	1			
		Sig. (2-tailed)	**<0.001**	<0.001	<0.001			
		N	**350**	352	359			
4	Stakeholder Communication (SCom)	Pearson Correlation	**.583****	.441**	.618**	1		
		Sig. (2-tailed)	**<0.001**	<0.001	<0.001	<0.001		
		N	**351**	353	358	362		
5	Stakeholder Engagement (SEng)	Pearson Correlation	**.691****	.672**	.612**	.739**	1	
		Sig. (2-tailed)	**<0.001**	<0.001	<0.001	<0.001	<0.001	
		N	**346**	348	353	354	355	
6	Stakeholder Empowerment (Semp)	Pearson Correlation	**.617****	.602**	.552**	.793**	.815**	1
		Sig. (2-tailed)	**<0.001**	<0.001	<0.001	<0.001	<0.001	
		N	**350**	352	356	357	353	358

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

The bolded correlations are those for the strength of the relationship between sustainability (SUS) and the stakeholder management processes. The strongest relationship was between knowledge sharing (KS) and sustainability ($r=0.725$, $p<0.001 < 0.05$) followed by the relationship between sustainability and stakeholder engagement (SEng), ($r=0.691$, $p<0.001 < 0.05$). The weakest relationship was

between stakeholder communication (SCom) and sustainability (r=0.583, p<0.001 <0.05). All the relationships were positive and significant (p<0.001) implying that stakeholder management processes were positively and significantly related with sustainability.

Empirical research done by Maende (2021) has shown a strong and positive relationship between the adoption of knowledge management practices and firms' performance. Specifically, the findings indicate that trust, communication, information systems, rewards and organization structure are positively related to knowledge sharing in organizations. Fairness, identification and openness are seen as ways to encourage individuals to contribute personal knowledge and to assist community members to share their expertise (Nguyen & Mohamed, 2020). These factors relate with the strength of knowledge sharing and stakeholder identification to explaining sustainability in CSRPs. Inadequate knowledge sharing in the aforementioned projects relate to the weak relationship between stakeholder communication and sustainability of CSRPs. The findings are also similar to those by Ndombi (2021b) that showed a positive and moderate correlation between stakeholder management and sustainability of donor funded livelihood projects in Kilifi county with a finding that stakeholder management significantly influenced sustainability of donor funded livelihood projects in Kilifi county.

4.7 Hypothesis Testing

4.7.1 Stakeholder Identification and Sustainability of CSRPs in TVETs in Western Kenya.

The first hypothesis stated that stakeholder identification had no significant influence on the sustainability of CSRPs in TVETS in western, Kenya. To test the first objective, the study adopted the approach of Simple Linear Regression analysis and the findings were as shown in Table 4.32. The findings of ANOVA as shown in Table 4.32. indicated that the Simple Linear Regression model was of good fit to data collected [F (1, 348) = 191.924, P = 0.000 < 0.05].

Table 4.32: Linear Regression Results; Influence of Stakeholder Identification on the Sustainability of CSRPs in TVETs in Western Kenya

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.596[a]	.355	.354	.53125

a. Predictors; (Constant), Stakeholder Identification

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54.165	1	54.165	191.924	.000[b]
	Residual	98.214	348	.282		
	Total	152.379	349			

a. Dependent Variable; Stakeholder Identification
b. Predictors; (Constant), Sustainability of CSRPs

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model	β	Std. Error	Beta	t	Sig.
1 (Constant)	1.731	.123		14.030	.000
Stakeholder Identification	.515	.037	.596	13.854	.000

a. Dependent Variable; Sustainability of CSRPs

The model (Stakeholder Identification) was able to explain 35.4% of the variation in the sustainability of CSRPs in TVETs in western Kenya (Adjusted R Square = 0.354). The coefficients as shown in Table 4.32 indicates that Stakeholder identification had a statistically significantly contribution in the prediction of the sustainability of CSRPs in TVETs in western Kenya, ($\beta = 0.515$, $t = 13.854$, $p=0.00 <0.05$); hence, the null hypothesis was rejected with the conclusion that stakeholder identification had a significant influence on sustainability of CSRPs in TVETs in western Kenya.

Stakeholder Identification had a positive standardized beta coefficient = 0.596 in the coefficients results of Table 4.32; an indication that a unit change in the Stakeholder Identification is likely to result to an improvement in the sustainability of CSRPs in TVETs in western Kenya by 59.6%. The Simple Linear Regression model to predict

sustainability of CSRPs in TVETs in western Kenya using results of Stakeholder Identification was as follows;

Sustainability of CSRPs = 1.731 + 0.515 Stakeholder Identification

The findings indicate that successfully identifying and analyzing all stakeholders involved with a project is a vital exercise in order to then successfully perform effective stakeholder management through prioritizing stakeholders. Hargrove and Heyman (2020) support this asserting by stating that it should be done by ensuring that all stakeholders still receive an appropriate minimum level of attention and consideration, regardless of how small their role within the project is. Involving external stakeholders within various parts of a project especially from the business world has proven mutually beneficial to all parties involved as confirmed by research done by Nguyen and Mohammed (2020).

4.7.2 Stakeholder Communication and Sustainability of CSRPs in TVETs in Western Kenya.

The second hypothesis stated that stakeholder communication had no significant effect on the sustainability of CSRPs in TVETs in western Kenya. To test the second objective, the study adopted Simple Linear Regression analysis and the findings were as shown in Table 4.33. The findings of ANOVA as shown in Table 4.33. indicated that the Simple Linear Regression model was a good fit to data collected [F (1, 349) = 179.892, P = 0.000 < 0.05].

The model (Stakeholder Communication) was able to explain 33.8% of the variation in the sustainability of CSRPs in TVETs in western Kenya (Adjusted R Square = 0.338). The coefficients as shown in Table 4.33. indicated that stakeholder communication had a statistically significantly contribution in the prediction of the sustainability of CSRPs in TVETs in western Kenya, ($\beta = 0.439$, $t = 13.412$, $p=0.00 <0.05$); therefore, the null hypothesis was rejected and conclusion made that Stakeholder Communication had a significant influence on sustainability of CSRPs in TVETs in western Kenya.

Table 4.33: Linear Regression Results; Influence of stakeholder communication on the Sustainability of CSRPs in TVETS in Western Kenya

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.583[a]	.340	.338	.53753

a. Predictors; (Constant), Stakeholder Communication

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.977	1	51.977	179.892	.000[b]
	Residual	100.838	349	.289		
	Total	152.816	350			

a. Dependent Variable; Stakeholder Communication
b. Predictors; (Constant), Sustainability of CSRPs

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model	β	Std. Error	Beta	t	Sig.
1 (Constant)	2.053	.104		19.723	.000
Stakeholder Communication	.439	.033	.583	13.412	.000

a. Dependent Variable; Sustainability of CSRPs

Stakeholder Communication had a positive standardized beta coefficient = 0.583 in the coefficients results of Table 4.33.; an indication that a Unit improvement in the Stakeholder Communication is likely to result to an improvement in the sustainability of CSRPs in TVETs in western Kenya by 58.3%. The Simple Linear Regression model to predict sustainability of CSRPs in TVETs in western Kenya using results of Stakeholder Communication was as follows;

Sustainability of CSRPs = 2.053 + 0.439 Stakeholder Communication

The findings affirm that maintaining open, regular and accurate channels of communication with all levels of project staff and stakeholders is vital to ensuring the smooth flow of instructions from initiators of projects to the recipients and sufficient warning of risks and changes to enable early assessment and preparation as complimented by Iazzi *et al.*, (2020).

The findings of Wuni and Shen (2020) show that it is essential that the project stakeholders know what is expected of them; what they have to do, when they have to do it, and what budget and time constraints and quality specification they are working towards. The findings compliment research done by Laplume *et. al.,* (2020) which documents that an effective communication plan facilitate team development in that proper communication actually provides the basis for the project team to work together and understand objectives and tasks to be completed.

4.7.3 Stakeholder Engagement and Sustainability of CSRPs in TVETs in Western Kenya.

The third hypothesis of the study stated that stakeholder engagement had no significant influence on the sustainability of CSRPs in TVETs in western Kenya. To test the third objective, the study adopted simple linear regression analysis and the findings were as shown in Table 4.34. The findings of ANOVA as shown in Table 4.34 indicated that the Simple Linear Regression model was a good fit to the data [F (1, 344) = 314.468, P = 0.000 < 0.05]. The model (Stakeholder Engagement) was able to explain 47.6% of the variation in the sustainability of CSRPs in TVETs in western Kenya (Adjusted R Square = 0.476).

Table 4.34: Linear Regression Results; Influence of Stakeholder Engagement on the Sustainability of CSRPs in TVETs in Western Kenya

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.691[a]	.478	.476	.47829

a. Predictors; (Constant), Stakeholder Engagement

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	71.938	1	71.938	314.468	.000[b]
	Residual	78.694	344	.229		
	Total	150.632	345			

a. Dependent Variable; Stakeholder Engagement
b. Predictors; (Constant), Sustainability of CSRPs

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model	β	Std. Error	Beta	t	Sig.
1 (Constant)	1.215	.126		9.676	.000
Stakeholder Engagement	.622	.035	.691	17.733	.000

a. Dependent Variable; Sustainability of CSRPs

The coefficients as shown in Table 4.34. indicated that Stakeholder Engagement had a statistically significantly contribution in the prediction of the sustainability of CSRPs in TVETs in western Kenya, ($\beta = 0.622$, $t = 17.733$, $p=0.00 <0.05$).

The null hypothesis was rejected with the conclusion that Stakeholder Engagement had a significant influence on sustainability of CSRPs in TVETs in western Kenya. Stakeholder Engagement had a positive standardized beta coefficient = 0.691 in the coefficients results of Table 4.34; an indication that a unit improvement in the Stakeholder Engagement is likely to result to an improvement in the sustainability of CSRPs in TVETs in western Kenya by 69.1%. The Simple Linear Regression model to predict sustainability of CSRPs in TVETs in western Kenya using results of Stakeholder Engagement was as follows;

Sustainability of CSRPs = 1.215 + 0.622 Stakeholder Engagement

As documented by Sleep *et al.,* (2021) stakeholder engagement has to be a means to help build better relationships with the societies in which we operate, ultimately ending up in improved planning and performance. These findings are supported by Chang *et al.,* (2013) who from the findings state that the successful delivery of any project deliverables highly depends on stakeholder engagement and management, and the effective engagement and management of stakeholder relies on project manager's ability to identify stakeholders' expectations from the beginning to close-up.

4.7.4 Stakeholder Empowerment and Sustainability of CSRPs in TVETs in Western Kenya.

The fourth hypothesis of the study stated that stakeholder empowerment had no significant influence on the sustainability of CSRPs in TVETs in western Kenya. To test the fourth objective, the study adopted Simple Linear Regression analysis and the findings were as shown in Table 4.35.

The findings of ANOVA as shown in Table 4.35 indicated that the Simple Linear Regression model was a good fit to the data [F (1, 348) = 214.275, P = 0.000 < 0.05]. The model (Stakeholder Empowerment) was able to explain 37.9% of the variation in the sustainability of CSRPs in TVETs in western Kenya (Adjusted R Square = 0.379).

Table 4.35: Influence of Stakeholder Empowerment on the Sustainability of CSRPs in TVETs in Western Kenya

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.617[a]	.381	.379	.52058

a. Predictors; (Constant), Stakeholder Empowerment

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	58.070	1	58.070	214.275	.000[b]
	Residual	94.309	348	.271		
	Total	152.379	349			

a. Dependent Variable; Stakeholder Empowerment
b. Predictors; (Constant), Sustainability of CSRPs

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
Model	β	Std. Error	Beta	t	Sig.
1 (Constant)	1.780	.114		15.641	.000
Stakeholder Empowerment	.493	.034	.617	14.638	.000

a. Dependent Variable; Sustainability of CSRPs

The coefficients as shown in Table 4.35 indicated that Stakeholder Empowerment had a statistically significantly contribution in the prediction of the sustainability of CSRPs in TVETs in western Kenya, (β = 0.493, t = 14.638, $p=0.00 < 0.05$); therefore, the null hypothesis was rejected and conclusion made that stakeholder empowerment had a significant influence on sustainability of CSRPs in TVETs in western Kenya. Stakeholder Empowerment had a positive standardized beta coefficient = 0.617 in the coefficients results of Table 4.35; an indication that a Unit improvement in the Stakeholder Empowerment is likely to result to an improvement in the sustainability of CSRPs in TVETs in western Kenya by 61.7%.

The Simple Linear Regression model to predict sustainability of CSRPs in TVETs in western Kenya using results of Stakeholder Empowerment was as follows;

Sustainability of CSRPs = 1.780 + 0.493 Stakeholder Empowerment

The relationship compliments the findings of Eskerod and Huemann (2013) who view sustainability through partnerships that capitalize on collaboration practices. According to them, collaborators share responsibility for providing resources and share credit for project success. Resources in their findings are seen as "enabling factors"; that is, as potentially critical inputs to foster an empowerment process, rather than as part of empowerment itself. Oguzie *et. al.,* (2021) equally confirms that collaboration is an indicator of stakeholder management process.

4.7.4 Combined Influence of Stakeholder Management Processes on Sustainability of CSRPs

The study tested the partial influence of the stakeholder management processes (Stakeholder Identification, Communication, Engagement and Empowerment) on the Sustainability of CSRPs. Multiple linear regression model was used to analyze the partial effect of the stakeholder management processes (Stakeholder Identification, Communication, Engagement and Empowerment) on the Sustainability of CSRPs. The findings were as shown in Table 4.35. From the findings in Table 4.36. it is only Stakeholder Engagement and the Stakeholder Identification processes, in the presence of the other variables, that had significant influence in predicting the Sustainability of CSRPs in TVETs in Western Kenya as indicated by the significant unstandardized partial beta coefficients ($\beta = 0.376$, $t = 6.02$, p-value = 0.00< 0.05) and ($\beta = 0.240$, $t = 5.547$, p-value = 0.00< 0.05) respectively.

In the presence of the other variables, the study revealed that Stakeholder Communication and Stakeholder Empowerment had an insignificant partial influence in predicting sustainability of CSRPs in TVETS in Western Kenya as indicated by the insignificant unstandardized partial beta coefficients ($\beta = 0.000$, $t = -0.005$, $p = 0.996 > 0.05$) and ($\beta = 0.093$, $t = 1.599$, $p = 0.111 > 0.05$) respectively. The Multiple Linear Regression model equation that was used to estimate the Sustainability of CSRPs in Western Kenya in the presence of the stakeholder management processes

(Stakeholder Identification [SID], Communication [SCom], Engagement [SEng], and Empowerment [SEmp]) was as follows;

$$\mathbf{SUS} = 1.007 + 0.240\,\mathbf{SID} + \mathbf{0.376}\,\mathbf{SEng}$$

Where;

SUS	=	Sustainability of CSRPs
SID	=	Stakeholder Identification
SEng	=	Stakeholder Engagement

Table 4.36: Combined influence of Stakeholder Management Process on the Sustainability of CSRPs in TVETs in Western Kenya

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730[a]	.533	.528	.45308

a. Predictors; (Constant), Stakeholder Empowerment, Stakeholder Identification, Stakeholder Communication and Stakeholder Engagement

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.012	4	19.753	96.222	.000[b]
	Residual	69.181	337	.205		
	Total	148.193	341			

a. Dependent Variable; Sustainability of CSRPs
b. Predictors; (Constant), Stakeholder Empowerment, Stakeholder Identification, Stakeholder Communication and Stakeholder Engagement

Partial Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		β	Std. Error	Beta	t	Sig.
1	(Constant)	1.007	.126		7.972	.000
	Stakeholders Identification	.240	.043	.281	5.547	.000
	Stakeholder Communication	.000	.050	.000	-.005	.996
	Stakeholder Engagement	.376	.062	.420	6.026	.000
	Stakeholder Empowerment	.093	.058	.118	1.599	.111

a. Dependent Variable; Sustainability of CSRPs

Stakeholder Communication (SCom) and Stakeholder Empowerment (SEmp) were excluded from the empirical model because these two processes did not significantly influence sustainability of projects. To determine the best predictor for the Sustainability of CSRPs in TVETs in Western Kenya, among the four Stakeholder management processes, Standardized Beta Coefficients were examined.

On comparing the standardized Beta coefficients as presented in the regression coefficients results (Table 4.36), Stakeholder Engagement had the highest coefficient (β= 0.420); this indicated that Stakeholder Engagement made the strongest

contribution in explaining sustainability of CSRPs in TVETs in Western Kenya. Stakeholder Identification had the second largest partial coefficient (β= 0.281); this implied that among the four predictors, Stakeholder Identification had the second largest contribution in predicting the sustainability of CSRPs in TVETs in Western Kenya.

Stakeholder empowerment had the third largest influence on sustainability of projects (β = 0.093, *t* = 1.599, p = 0.111> 0.05); however, though positive, the influence was not significant in predicting sustainability. Similarly, Stakeholder communication had the least Standardized Coefficient (β <0.001, t= -0.005 p=0.996 >0.05) implying that in the presence of the other three stakeholder management processes (Stakeholder Identification, Stakeholder Engagement and Stakeholder Empowerment), Stakeholder Communication had no influence on the Sustainability of CSRPs in TVETs in Western Kenya.

The findings showed that whenever stakeholders were identified and fully engaged, they would be empowered to own the implementation and subsequent monitoring of the projects and information management is alluded to their level of empowerment, Sustainability is best explained by the ownership of the CSRPs established. The research findings tally with that of Wang *et al.*, (2022) who identified four gaps regarding critical success factors.

They are stakeholder management process, methods for stakeholder management and stakeholder relationship management. Based on the empirical study, a framework for effective stakeholder management was proposed, and they proposed the application of a social network analysis technique, as a means of determining the influence of stakeholders on decision making. The findings are also similar to those by Ndombi (2021b) that showed a positive and moderate correlation between stakeholder management and sustainability of donor funded livelihood projects in Kilifi county with a finding that stakeholder management significantly influenced sustainability of donor funded livelihood projects in Kilifi county.

A summary of hypothesis testing is shown in Table 4.37

Table 4.37: A Summary of Hypothesis Testing

	Hypothesis		Beta (β) value	P Value	Decision
H01:	Stakeholder identification has no significant influence on sustainability of CSRPs	$\mathbf{H_{01}}=\mu$	0.515	.000	Rejected
$\mathbf{H_02}$;	Stakeholder communication has no significant influence on sustainability of CSRPs	**H02**=μ	0.439	.000	Rejected
$\mathbf{H_03}$;	Stakeholder engagement has no significant influence on sustainability of CSRPs	$\mathbf{H_{03}}=\mu$	0.622	.000	Rejected
$\mathbf{H_04}$;	Stakeholder empowerment has no significant influence on sustainability of CSRPs	$\mathbf{H_{04}}=\mu$	0.493	.000	Rejected

4.7.5 Moderation Analysis

The fifth objective of the study was to determine the moderation effect of Knowledge Sharing on the causal and effect relationship between Stakeholder Identification, Stakeholder Communication, Stakeholder Engagement and Stakeholder Empowerment on the sustainability of CSRPs in TVETs in western Kenya. Hierarchical Linear Regression analysis was used to determine the moderation effect. To avoid potentially problematic high multicollinearity with the Interaction term, the variables were centred and interaction terms created. The Interaction term (I) is the Interaction effect between the independent variable and the moderator. The summary of the regression analysis and moderation analysis was shown in Table 4.38. In the Table; Model 1 represents the results of the simple linear regression. Model 2 represents the results for moderation analysis using hierarchical linear regression.

Table 4.38: Summary of the Regression Analysis and Moderation Analysis

Model 1 represent the results of the simple linear regression. Model 2 represent the results for moderation analysis using hierarchical linear regression

	Stakeholder Identification		**Stakeholder Communication**		**Stakeholder Engagement**		**Stakeholder Empowerment**	
Model summary	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
R	0.596	0.598	0.583	0.624	0.691	0.691	0.617	0.617
R Square	0.355	0.357	0.34	0.389	0.478	0.478	0.381	0.381
Adjusted R Square	0.354	0.354	0.338	0.385	0.476	0.475	0.379	0.377
Std. Error	0.53125	0.5341	0.53753	0.52057	0.47829	0.47774	0.52058	0.51877
ANOVA								
Degrees of freedom (*a*,*b*)	(1, 348)	(2, 342)	(1, 349)	(2, 343)	(1, 344)	(2, 338)	(1, 348)	(2, 342)
F- statistic, F(*a*,*b*)	191.924	95.082	179.892	109.091	314.468	154.713	214.275	105.266
p-value for F- statistic	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
F-Change statistic		0.677		23.563		0.078		0.038
p-value for F- Change statistic		0.411		0.000		0.780		0.845
Regression Coefficients								
Intercept	1.731	3.406	2.053	3.463	1.215	1.266	1.780	3.405
β (Unstandardized coefficient)	0.515	0. 387	0.439	0.368	0.622	0.612	0.493	0.402
Standardized Beta Coefficient	0.596	0.588	0.583	0.549	0.691	0.685	0.617	0.612
t (β)	13.854	13.157	13.412	12.772	17.733	15.217	14.638	12.324
p-value (β)	0.00	0.000	0.000	0.000	0.000	0.000	0.000	0.000
t (Intercept)	14.030	93.980	19.723	111.935	9.676	8.110	15.641	95.897
p-value (Intercept)	0.00	0.000	0.000	0.000	0.000	0.000	0.000	0.000

Interaction Effect				
β (Unstandardized coefficient)	-0.030	-0.151	-0.010	-0.007
Standardized Beta Coefficient	-0.037	-0.209	-0.013	-0.010
t (β)	-0.823	-4.854	-0.279	-0.195
p-value (β)	0.411	0.000	0.780	0.845

The moderation effect of knowledge sharing as shown in Table 4.38 is shown on the relationship between Stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment. From the findings in Table 4.38, the Interaction Effect did not have a significant influence on the Sustainability of CSRPs in TVETs in Western Kenya [R^2 *change = .001, F-change =0.677,* ß *= -0.030, t =-0.823 p=0.411>0.05*]; indicating that Knowledge Sharing had no significant moderation effect on the relationship between Stakeholder Identification and Sustainability of CSRPs in TVETs in Western Kenya. Similarly, the Interaction Effect did not have a significant influence on the Sustainability of CSRPs in TVETS in Western Kenya [R^2 *change = .000, F-change =0.078,* ß *= -0.010, t =-0.013, p=0.780>0.05*]; indicating that Knowledge Sharing had no significant moderation effect on the relationship between Stakeholder Engagement and Sustainability of CSRPs in TVETs in Western Kenya.

The same applied to stakeholder empowerment where the Interaction Effect did not have a significant influence on the Sustainability of CSRPs in TVETs in Western Kenya [R^2 *change = .000, F-change =0.038,* ß *= -0.007, t =-0.195, p=0.845>0.05*]; indicating that Knowledge Sharing had no significant moderation effect on the relationship between Stakeholder Empowerment and Sustainability of CSRPs in TVETs in Western Kenya. Contrastingly, the Interaction Effect had a significant influence on the Sustainability of CSRPs in TVETs in Western Kenya [R^2 *change = .042, F-change =23.563,* ß *= -0.151, t = -4.854 p=0.00<0.05*]; indicating that Knowledge Sharing had a significant moderation effect on the relationship between Stakeholder Communication and Sustainability of CSRPs in TVETs in Western Kenya.

The results are similar to a study made by Nyambura,(2018) where all the independent variables in the study were not significant predictors of the performance of the manufacturing firms in Kenya except organizational characteristic. However, the model on the joint moderation effect of ICT use on the relationship between supply chain risks and firm performance was found to be significant, this might have been due to organizational characteristic risk. In this study, moderation effect of knowledge sharing is significant when focusing on stakeholder communication and sustainability of CSRPs.

Stepwise analysis was done for testing moderation effect. Moderation effect of Knowledge Sharing on the relationship between Stakeholder Identification and Sustainability of CSRPs was tested using the null hypothesis:

$H_0 5_a$: *Knowledge sharing does not moderate the relationship between stakeholder identification and sustainability of CSRPs in TVETs in western Kenya*

Hierarchical Linear Regression results were shown in Table 4.38, where the model 2 results (where both Stakeholder Identification and Interaction term are added in the model at the same time) are compared to the model 1 results for which only Stakeholder Identification had been included in the model. From the findings in Table 4.38, the Interaction Effect did not have a significant influence on the Sustainability of CSRPs in TVETs in Western Kenya [*R^2 change = .001, F-change =0.677,* ß *= -0.030, t =-0.823 p=0.411>0.05*]; indicating that Knowledge Sharing had no significant moderation effect on the relationship between Stakeholder Identification and Sustainability of CSRPs in TVETs in Western Kenya.

To predict Sustainability of CSRPs in TVETs in Western Kenya, given level of Stakeholder Identification in the presence of Knowledge Sharing as moderator is given;

Sustainability of CSRPs = 3.406 + 0.387 Stakeholder Identification – 0.030 IE

Where;

IE = Interaction Effect

The results are similar to the studies that show knowledge management is sensitive to tacit dimension which is partly or fully subconscious (S. Li et al., 2022). As a result aspects of power, interest and acknowledgement of network is often difficult to separate its human owner and is therefore intangible in character hence making stakeholder identification complex (Maende, 2021). There is a consensus that stakeholder power and

interest however, are expected have a strong correlation with stakeholder management strategies (Nguyen & Mohamed, 2020).

To test moderation effect of Knowledge Sharing on the relationship between Stakeholder Communication and Sustainability of CSRPs, the null hypothesis stated was: ***$H_0 5_b$;*** *Knowledge sharing does not moderate the relationship between stakeholder communication and sustainability of CSRPs in TVETs in western Kenya*

Moderation analysis results using Hierarchical Linear Regression were as shown in Table 4.38, where the model 2 results (where both Stakeholder Communication and Interaction term are added in the model at the same time) are compared to the model 1 results for which only Stakeholder Identification had been included in the model as shown in Table 4.38. From the findings in Table 4.38, the Interaction Effect had a significant influence on the Sustainability of CSRPs in TVETs in Western Kenya [R^2 *change = .042, F-change =23.563,* ß *= -0.151, t = -4.854 p=0.00<0.05*]; indicating that Knowledge Sharing had a significant moderation effect on the relationship between Stakeholder Communication and Sustainability of CSRPs in TVETs in Western Kenya.

To predict Sustainability of CSRPs in TVETs in Western Kenya, given level of Stakeholder Communication in the presence of Knowledge Sharing as moderator is given;

Sustainability of CSRPs = 3.463 + 0.368 Stakeholder Communication – 0.151 IE

Where;

IE = Interaction Effect

To further confirm that indeed stakeholder communication as significant moderation effect, the moderation results were probed using graphical plots to examine the slope differences of the influence of stakeholder communication on sustainability of CSRPs at different levels of the moderator. In graphical probing of moderation, the aim was to

demonstrate that the slopes of the graphs at each level of the hypothesized moderator are significantly different. The moderation effect of Knowledge Sharing on the relationship between Stakeholder Communication and Sustainability of CSRPs in TVETs in Western Kenya, an interaction plot was plotted as shown in Figure 4.4

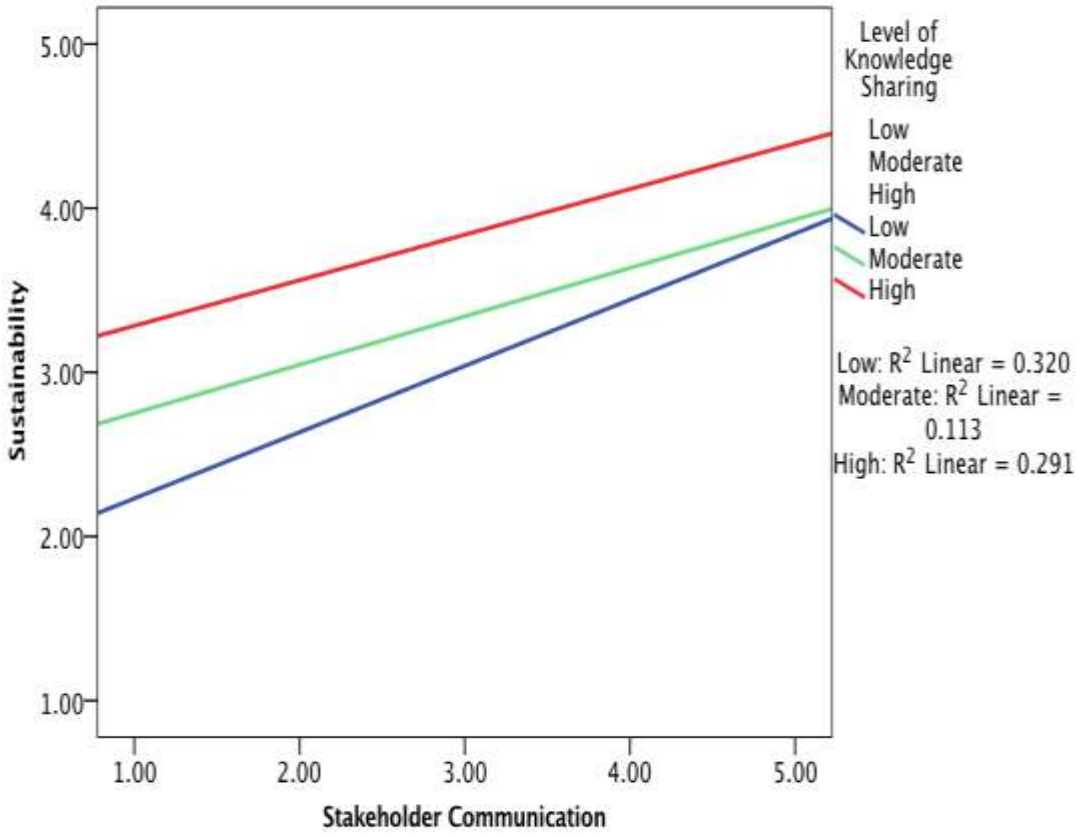


Figure 4.3: Interaction plot of Knowledge Sharing and Stakeholder Communication

Through examination of the interaction plot in Figure 4.4, the study revealed that Knowledge Sharing demonstrated an enhancing moderation effect on the relationship between Stakeholder Communication and Sustainability of CSRPs in TVETs in Western Kenya. When the level of Knowledge Sharing was low, Stakeholder Communication seemed to have a higher influence on the Sustainability of CSRPs in TVETs in Western Kenya compared to the moderate and low levels of Knowledge Sharing.

As shown graphically in Figure 4.5, the and Table 4.38, When the level of Knowledge Sharing was moderate, Stakeholder Communication seemed to have a higher influence on the Sustainability of CSRPs in TVETs in Western Kenya compared to low levels of Knowledge Sharing. However, the moderation effect seemed to be reducing as the level of stakeholder communication improved. The results are similar to the findings of the study by Shehab *et al.*,(2018) that noted the significance contribution of stakeholder communication in in the general knowledge sharing behaviour of nursing supervisors in online healthcare communities. Studies by Nyandika and Ngugi (2014) and Ndombi (2021b) confirmed that performance of road projects that extend beyond donor funding and project sustainability of donor funded livelihood projects in Kilifi were influenced by stakeholder participation. Specifically, the constructs under stakeholder management indicated that knowledge sharing (P= 0.0002<0.05) and stakeholder communication (P= 0.039<0.05) had significant contribution to sustainability.

Moderation effect of Knowledge Sharing on the relationship between Stakeholder Engagement and Sustainability of CSRPs was tested and the null hypothesis was;

$H_0 5_c$; *Knowledge sharing does not moderate the relationship between stakeholder engagement and sustainability of CSRPs in TVETs in western Kenya*

The moderation analysis results using Hierarchical Linear Regression were as shown in Table 4.38 where the model 2 results (where both Stakeholder Engagement and Interaction term are added in the model at the same time) were compared to the model 1 results for which only Stakeholder Engagement had been included in the model as shown in Table 4.38.

From the findings in Table 4.38, the Interaction Effect did not have a significant influence on the Sustainability of CSRPs in TVETS in Western Kenya [R^2 *change = .000, F-change =0.078,* ß *= -0.010, t =-0.013, p=0.780>0.05*]; indicating that Knowledge Sharing had no significant moderation effect on the relationship between Stakeholder Engagement and Sustainability of CSRPs in TVETs in Western Kenya. To

predict Sustainability of CSRPs in TVETs in Western Kenya, given level of Stakeholder Engagement in the presence of Knowledge Sharing as moderator is given;

Sustainability of CSRPs = 1.266 + 0.612 Stakeholder Engagement – 0.010 IE

Where; **IE** = Interaction Effect

The results are similar to the study on mediation effects of stakeholder management between stakeholder characteristics and project performance that show that agile methods are highly dependent on early and continuous stakeholder involvement in terms of both providing feedback and establishing goals for projects during the project life cycle (Nguyen & Mohamed, 2020). The study found a strong relationship between key stakeholders and project flexibility. Therefore, agile stakeholder engagement is expected to be essential in effective stakeholder management implementation only if stakeholder identification is successful.

Moderation effect of Knowledge Sharing on the relationship between Stakeholder Empowerment and Sustainability of CSRPs was examined and the null hypothesis was: **$H_0 5_d$;** *Knowledge sharing does not moderate the relationship between stakeholder empowerment and sustainability of CSRPs in TVETs in western Kenya*

The moderation analysis results using Hierarchical Linear Regression were as shown in Table 4.38, where the model 2 results (where both Stakeholder Empowerment and Interaction term are added in the model at the same time) are compared to the model 1 results for which only Stakeholder Empowerment had been included in the model as shown in Table 4.38. From the findings in Table 4.38, the Interaction Effect did not have a significant influence on the Sustainability of CSRPs in TVETs in Western Kenya [R^2 *change = .000, F-change =0.038,* ß *= -0.007, t =-0.195, p=0.845>0.05*]; indicating that Knowledge Sharing had no significant moderation effect on the relationship between Stakeholder Empowerment and Sustainability of CSRPs in TVETs in Western Kenya.

To predict Sustainability of CSRPs in TVETs in Western Kenya, given level of Stakeholder Empowerment in the presence of Knowledge Sharing as moderator is given;

Sustainability of CSRPs = 3.405 + 0.402 Stakeholder Empowerment – 0.010 IE

Where; **IE** = Interaction Effect

The study results are similar to study by Maende (2021) who notes that stakeholder empowerment can only be effective if organizational members in this case, stakeholders are accorded professional support in their day-today activities which include free flow of information, clarity of instructions, constant review and improvement of recurring tasks and transparent coordination techniques and therefore recommends implementation of knowledge management practices policy to improve institutional accountability. Legitimacy and Risk control is enshrined in the manner in which knowledge management will be handled by the institutions.

The results on moderation effect of knowledge sharing on the relationship between stakeholder management process and sustainability of CSRPs in TVETs is similar to the findings in the study by Ndombi (2021b) which examined the moderating influence of stakeholder management on the relationship between project exit strategies and sustainability of donor funded projects in Kilifi County and found that there was no significant moderating influence. The relationship became significant if the causal relationship between stakeholder management and sustainability was assessed. Moderation analysis in the study has been summarised in Table 4.36 as follows:

Table 4.39: A Summary of Moderation Analysis

	Hypothesis	Interaction Effect	**Decision**
H_05_a	Knowledge sharing does not moderate the relationship between stakeholder identification and sustainability of CSRPs in TVETs in western Kenya	[*R^2 change = .001, F-change =0.677, ß = -0.030, t =-0.823 p=0.411>0.05*]	Accept
H_05_b	Knowledge sharing does not moderate the relationship between stakeholder communication and sustainability of CSRPs in TVETs in western Kenya	[*R^2 change = .042, F-change =23.563, ß = -0.151, t = -4.854 p=0.00<0.05*]	Rejected
H_05_c	Knowledge sharing does not moderate the relationship between stakeholder engagement and sustainability of CSRPs in TVETs in western Kenya	[*R^2 change = .000, F-change =0.078, ß = -0.010, t =-0.013, p=0.780>0.05*]	Accept
H_05_d	Knowledge sharing does not moderate the relationship between stakeholder empowerment and sustainability of CSRPs in TVETs in western Kenya	[*R^2 change = .000, F-change =0.038, ß = -0.007, t =-0.195, p=0.845>0.05*]	Accept

4.8 Optimal Model

From the research findings presented in the thesis and taking into consideration the significance of the coefficients for the combined study variables on the sustainability of CSRPs, the revised study model is presented in Fig 4.5. The Multiple Linear Regression model equation that was used to estimate the Sustainability of CSRPs in Western Kenya in the presence of the stakeholder management processes (Stakeholder Identification [SID], Communication [SCom], Engagement [SEng], and Empowerment [SEmp]) was

as follows; **SUS (Sustainability) =** 1.007 **+** 0.240 **SID (Stakeholder Identification) + 0.376 SEng (Stakeholder Engagement).** While testing for moderation analysis, Knowledge Sharing had a significant moderation effect on the relationship between Stakeholder Engagement and Sustainability of CSRPs

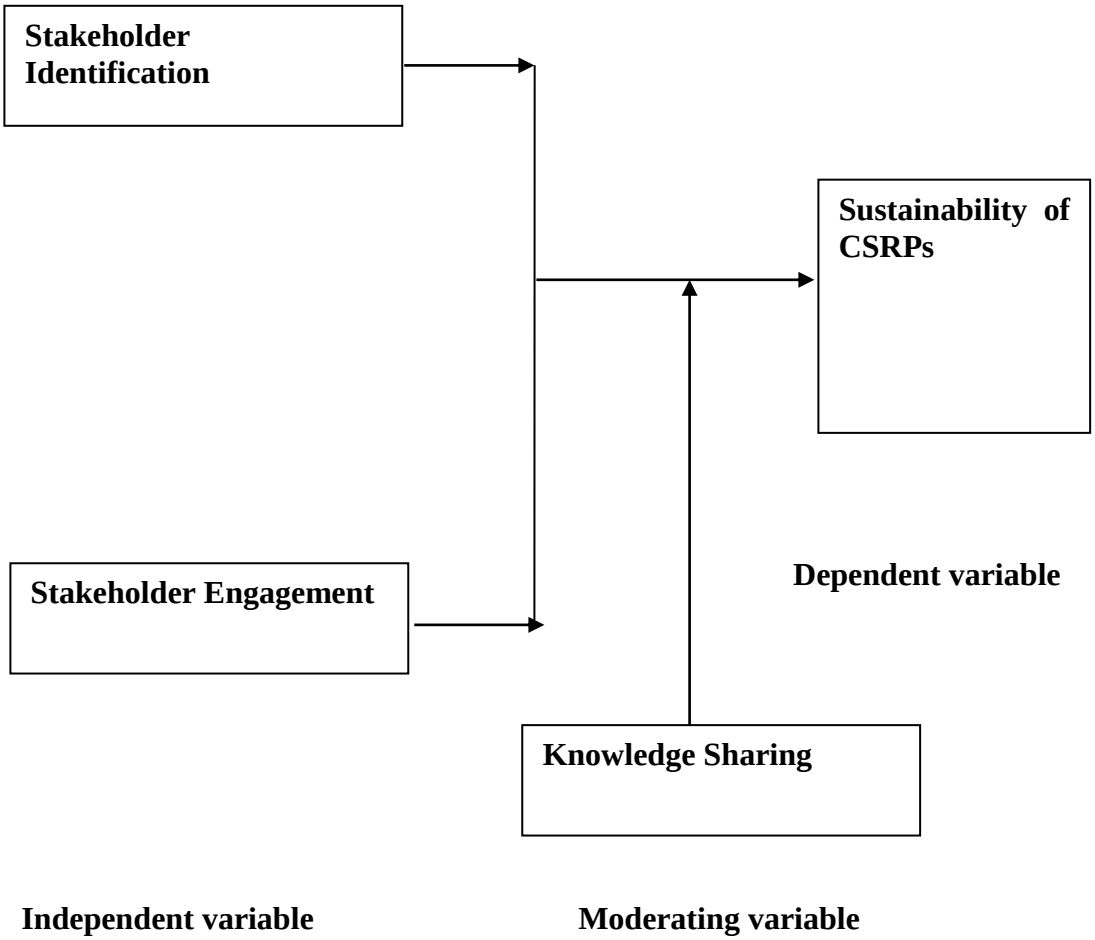


Figure 4.4: Revised Study Model

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter provides a summary of the findings of the study based on the objectives of the study, drawn conclusions from the findings and gives recommendations to the beneficiaries of the study and areas of further research in order to fill the gaps identified in the study. The main purpose of the study was to examine the influence of stakeholder management process on sustainability of Corporate social responsibility projects (CSRPs) in the technical and vocational educational training institutions (TVETs) in western Kenya. Specifically, the study examined the influence of stakeholder identification, stakeholder communication, stakeholder engagement, and stakeholder empowerment on project sustainability of Corporate social responsibility projects (CSRPs) in the technical and vocational educational training institutions (TVETs) in western Kenya. In addition, the moderating effect of knowledge sharing on stakeholder management process on sustainability of Corporate social responsibility projects (CSRPs) in the technical and vocational educational training institutions (TVETs) in western Kenya.

5.2 Summary of Findings

The study sought to contribute to the growing body of knowledge by determining the relationship between stakeholder management process on project sustainability of corporate social responsibility projects (CSRPs) in the technical and vocational educational training institutions (TVETs) in western Kenya. A clear picture of stakeholder management process influencing sustainability in SCPs in Kenya has not emerged from previous studies. As such, the existing body of knowledge is not sufficient enough to explain stakeholder management process as a determinant that influences sustainability of SCPs in Kenya. Further, moderating effect of knowledge sharing of the

relationship between stakeholder management process and sustainability of SCPs has not been done. The research therefore, was to benefit project management practitioners on stakeholder management process and equally recommend policy formulation on sustainability of SCPs.

Specific objectives focused on the relationships between five stakeholder management processes namely; stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment on sustainability of CSRPs in TVETs in western Kenya with the moderating effect of knowledge sharing. Review of literature and identification of knowledge gaps formed the basis of the conceptual model and hypotheses. The study was based on stakeholder theory, the theory of sustainability, institutional theory and stakeholder management process model to examine the relationship.

The study was anchored on the positivist research philosophy that tests hypothesis developed from existing theory through measurement of observable social realities. The study used a descriptive research design. Data analysis was done using Statistical Package of Social Science (SPSS). In the findings of ANOVA, the coefficients indicated that Stakeholder Identification had a statistically significant contribution in the prediction of the sustainability of CSRPs in TVETS in western Kenya, (β=0.515, t=13.854, $p=0.00<0.05$) so was Stakeholder Communication (β=0.439, t=13.412, $p=0.00<0.05$); Stakeholder Engagement (β=0.622, t=17.733, $p=0.00<0.05$) and Stakeholder Empowerment (β=0.493, t=14.638, $p=0.00 <0.05$). From the findings, the Interaction Effect had a significant influence on the Sustainability of CSRPs in TVETS in Western Kenya [R^2 *change = .042, F-change =23.563,* ß *= -0.151, t = -4.854* $p=0.00<0.05$]; indicating that Knowledge sharing moderates the relationship between stakeholder management process and sustainability of CSRPs in TVETs in western Kenya

5.2.1 Stakeholder Identification on Sustainability of CSRPs in TVETs in Western Kenya

The first objective of the study examined the influence of stakeholder identification on the sustainability of CSRPs in TVETS in western, Kenya. The coefficients indicated that stakeholder identification had a statistically significantly contribution in the prediction of the sustainability of SCPs in TVETs in western Kenya, (β = 0.515, t = 13.854, $p=0.00 < 0.05$) and that stakeholder identification has a statistically significant contribution to sustainability of CSRPs in TVETs, since a unit change in stakeholder identification is likely to result in the sustainability of CSRPs in TVETs in western Kenya by 59.6%. The study highlighted the project manager's job of identify stakeholders and understand their impact in the project and that this was a delegated role done on behalf of the BOG and amounts to a relationship management function. The deliverables included a stakeholder register which identified in great detail, everything about the stakeholders' function in the project initiated. This proved essential in establishing stakeholder salience i.e., denial of divergent stakeholder interests that would be evidence of "managerial capture" and the extent to which managers give priority to competing stakeholder claims. That the power, stakeholders' interest in the CSRPs, and networks established amongst the stakeholders are the main constructs of Stakeholder identification that explain for the changes observed in the sustainability of CSRPs in TVETs in Kenya. These findings agreed with Dooms (2019) who reported positive significant effect of stakeholder identification and mapping on sustainability and highlight the rising importance of community inclusion in sustainably of projects initiated.

Fritz et al.,(2018) is also in agreed with these results and proposed that this process (stakeholder identification) could serve as a tool to support governments, businesses, researchers, and non-governmental organizations to help them identify stakeholders related to services or goods in a more rigorous and comprehensive manner. Similarly, the results are in agreement with those in the study by Hargrove and Heyman (2020)

who found out that agricultural stakeholders, in particular, had strong feelings of ownership of water rights as part of land ownership and a concomitant sense of threat to those water rights emanating from dwindling supplies and competing demands. Their contribution is in methodology for identifying, classifying, and engaging all types of stakeholders in the context of a research project, enabling us to compare and contrast views of different types of stakeholders.

5.2.2 Stakeholder Communication on Sustainability of CSRPs in TVETs in Western Kenya

The second objective assessed the effect Stakeholder Communication and Sustainability of CSRPs in TVETs in Western Kenya and found that stakeholder communication has a statistically significant contribution to sustainability of CSRPs in TVETs, since a unit change in stakeholder communication is likely to result in the sustainability of CSRPs in TVETs in western Kenya by 58.3%. Stakeholder Communication had a statistically significantly contribution in the prediction of the sustainability of SCPs in TVETs in western Kenya, ($\beta = 0.439$, $t = 13.412$, $p=0.00 <0.05$) and that the role clarity, urgency, proximity are the main constructs of stakeholder communication that explain for the changes observed in the sustainability of CSRPs in TVETs in Kenya.

The findings show that it is essential that the project stakeholders know what is expected of them; what they have to do, when they have to do it, and what budget and time constraints and quality specification they are working towards. Effective communication plan often facilitate team development in that proper communication actually provides the basis for the project team to work together and understand objectives and tasks to be completed. The results are similar to Ghaleb and Abdullah (2021) whose study's main contribution was bridging this gap of knowledge by empirical examining the relations between complexity of construction projects and project success with the interaction of effective communications to all stakeholders as a moderator.

5.2.3 Stakeholder Engagement on Sustainability of CSRPs in TVETs in Western Kenya

The third hypothesis of the study assessed the significance of the causal and effect relationship between Stakeholder Engagement and Sustainability of CSRPs in TVETs in Western Kenya. The coefficients indicated that Stakeholder Engagement had a statistically significantly contribution in the prediction of the sustainability of CSRPs in TVETs in western Kenya, ($\beta = 0.622$, $t = 17.733$, $p=0.00 <0.05$) and That stakeholder engagement had a statistically significant contribution to sustainability of CSRPs in TVETs, since a unit change in stakeholder engagement was likely to result in the sustainability of CSRPs in TVETs in western Kenya by 69.1%.

The study showed that stakeholder engagement has to be a means to help build better relationships with the societies in which we operate, ultimately ending up in improved planning and performance and that the successful delivery of any project deliverables highly depends on stakeholder engagement and management, and the effective engagement and management of stakeholder relies on project manager's ability to identify stakeholders' expectations from the beginning to close-up. In essence, stakeholder commitment, stakeholders' satisfaction in the CSRPs, and rapport established amongst the stakeholders are the main constructs of Stakeholder engagement that explain for the changes observed in the sustainability of CSRPs in TVETs in Kenya. The results are in tandem with study by Jonas *et al.,* (2018) whose empirical data show how stakeholder engagement is influenced at both individual and organizational levels by a common goal, antecedents friendship resource, dependency, common experiences, self-representation, trust, level in the hierarchy, institutional arrangements, and local proximity.

5.2.4 Stakeholder Empowerment on Sustainability of CSRPs in TVETs in Western Kenya

The fourth objective of the study was to assess the influence of Stakeholder Empowerment on Sustainability of CSRPs in TVETs in Western Kenya. The findings showed that Stakeholder Empowerment had a statistically significantly contribution in the prediction of the sustainability of SCPs in TVETs in western Kenya, ($\beta = 0.493$, $t = 14.638$, $p=0.00 <0.05$) and that stakeholder empowerment has a statistically significant contribution to sustainability of CSRPs in TVETs, since a unit change in stakeholder empowerment is likely to result in the sustainability of CSRPs in TVETs in western Kenya by 61.7%. That the legitimacy, risk control in the CSRPs, and collaboration established amongst the stakeholders are the main constructs of Stakeholder empowerment that explain for the changes observed in the sustainability of CSRPs in TVETs in Kenya. The study shows sustainability is achieved through partnerships that capitalize on collaboration practices.

Resources in the findings are seen as enabling factors that foster an empowerment process, rather than as part of empowerment itself. The results concur with the case study by Civera *et al.*,(2019) demonstrated that moving from a traditional view of corporate–stakeholder relationships to a stakeholder theory view based on a logic of cooperative partnerships reinforces the idea that stakeholder engagement and empowerment are both entangled with the value creation process which in the study is sustainability of projects.

5.2.5 Moderating influence of knowledge sharing in the relationship between stakeholder management process and sustainability of CSRPs in TVETs in Western Kenya

The fifth objective of the study was to examine the influence of knowledge sharing as a moderator on the relationship between Stakeholder Identification, Stakeholder Communication, Stakeholder Engagement and Stakeholder Empowerment on the

sustainability of CSRPs in TVETs in western Kenya. That knowledge sharing has a statistically significant moderating effect on stakeholder management process and sustainability of CSRPs in TVETS. Specifically, knowledge sharing had no significant moderation influence between stakeholder identification and sustainability of CSRPs in TVETs in western Kenya [*R^2 change = .001, F-change =0.677,* ß *= -0.030, t =-0.823 p=0.411>0.05*].

Knowledge sharing had a significant moderation effect on the relationship between stakeholder communication and sustainability of CSRPs in TVETs in western Kenya. When the level of knowledge sharing is low, stakeholder communication had a higher influence on sustainability of CSRPs in TVETs in western Kenya compared to moderate and low levels of knowledge sharing. The moderation effect seems to be reducing as the level of stakeholder communication improves. Lastly, Knowledge sharing had no significant moderation influence between stakeholder engagement and sustainability of CSRPs in TVETs in western Kenya [*R^2 change = .000, F-change =0.078,* ß *= -0.010, t =-0.013, p=0.780>0.05*].

Equally, Knowledge sharing had no significant moderation influence between stakeholder empowerment and sustainability of CSRPs in TVETs in western Kenya [*R^2 change = .000, F-change =0.038,* ß *= -0.007, t =-0.195, p=0.845>0.05*]. The results indicate that knowledge sharing can only be effective if organizational members in this case, stakeholders are accorded professional support in their day-today activities which include free flow of information, clarity of instructions, constant review and improvement of recurring tasks and transparent coordination techniques and therefore recommending for implementation of knowledge management practices policy to improve institutional accountability. Legitimacy and Risk control is enshrined in the manner in which knowledge management will be handled by the institutions.

Trust, information systems established in the CSRPs, and motivation are the main constructs of knowledge sharing that explain for the changes observed in the sustainability of CSRPs in TVETs in western Kenya. The results are similar to the research done by Maende (2021) which revealed that organizational structure was able to moderate positively between knowledge management practices and employee performance if employees in public universities in Kenya felt empowered by it, and if there was coherent communication channels which facilitated information flow amongst employees to enhance teamwork and cooperation.

5.2.2 Combined Influence of Stakeholder Management Process on Sustainability

The study findings showed that it is only Stakeholder Engagement and the Stakeholder Identification processes, in the presence of the other variables, that had significant influence in predicting the Sustainability of CSRPs in TVETs in Western Kenya as indicated by the significant unstandardized partial beta coefficients ($\beta = 0.376$, $t = 6.02$, p-value = 0.00< 0.05) and ($\beta = 0.240$, $t = 5.547$, p-value = 0.00< 0.05) respectively. In the presence of the other variables, the study revealed that Stakeholder Communication and Stakeholder Empowerment had an insignificant partial influence in predicting Sustainability of CSRPs in TVETs in Western Kenya as indicated by the insignificant unstandardized partial beta coefficients ($\beta = 0.000$, $t = -0.005$, p-value = 0.996 > 0.05) and ($\beta = 0.093$, $t = 1.599$, p-value = 0.111> 0.05) respectively.

The research findings tally with that of other scholars (Eyiah-Botwe et al., 2017; Ola-awo et al., 2021; T. Wang et al., 2022) who identified four gaps regarding critical success factors. They are stakeholder management process, methods for stakeholder management and stakeholder relationship management. Based on this empirical study, a framework for effective stakeholder management is proposed, and proposal of application of a social network analysis technique, as a means of determining the influence of stakeholders on decision making is identified.

5.3 Conclusion

Based on study findings the following conclusions can be drawn. Stakeholder identification had a statistically significant contribution in the prediction of the sustainability of CSRPs in TVETs in western Kenya. It can be concluded that an increase in stakeholder identification leads to an increase in sustainability of CSRPs in TVETs in western Kenya. This calls for identification of stakeholders in CSRPs using power relations, their interest in these projects and the networks established amongst the stakeholders. Further, stakeholder identification should involve all the stakeholders that would either benefit either directly or indirectly from the projects initiated.

Stakeholder communication had a statistically significant contribution in the prediction of the sustainability of CSRPs in TVETs in western Kenya. Further, when the level of knowledge sharing was low, stakeholder communication had a higher influence on sustainability of CSRPs in TVETs in western Kenya compared to moderate and low levels of knowledge sharing. This confirms that whenever stakeholder have clearly defined roles communicated to them, urgency of their influence is made known from the onset and if the stakeholders are selected based on their proximity to the CSRPs, then sustainability will be guaranteed. It's from the communication structures established that knowledge sharing amongst them will be enhanced.

Stakeholder engagement had a statistically significant contribution in the prediction of the sustainability of CSRPs in TVETs in western Kenya. Whenever stakeholders showed commitment to the CSRPs established, there would be a positive rapport established amongst them and this would in turn increase satisfaction derived from the success of establishing these projects hence increasing sustainability.

Stakeholder empowerment had a statistically significant contribution in the prediction of the sustainability of CSRPs in TVETs in western Kenya. This was evident whenever stakeholders saw the legitimacy of managing CSRPs and were willing to carry a risk

control in the projects established. Equally whenever collaboration was established then sustainability of CSRPs would be enhanced.

The study revealed that Knowledge Sharing demonstrated an enhancing moderation effect on the relationship between Stakeholder Communication and Sustainability of CSRPs in TVETs in Western Kenya. When the level of Knowledge Sharing was low, Stakeholder Communication seemed to have a higher influence on the Sustainability of CSRPs in TVETs in Western Kenya compared to moderate and low levels of Knowledge Sharing. When the level of Knowledge Sharing was moderate, Stakeholder Communication seemed to have a higher influence on the Sustainability of CSRPs in TVETs in Western Kenya compared to low levels of knowledge sharing.

However, the moderation effect seemed to be reducing as the level of stakeholder communication improved. Further, whenever there was openness amongst all stakeholders, a proper management information system established and either intrinsic and/or extrinsic motivation, stakeholder communication will be enhanced and in the long run enhance sustainability of CSRPs.

Sustainability of Corporate social responsibility projects is crucial in the economic development of any country. Project success should not only be viewed from the traditional three success criteria of time, cost and quality but also from the perspective of sustainability as has been deduced from the research. Sustainability is often achieved from economic, social, financial and environmental pillars as anchored on the three pillars economic, social and political pillars of Kenya's Vision 2030. The achievement of the Vision of 2030 is mainly dependent and focused on the sustainability of projects identified under each pillar.

As per the findings of the study it can be concluded that all stakeholder management process influences the sustainability of CSRPs in TVETs in western Kenya. The relationship was confirmed through correlation and regression analysis which revealed that there was a positive significant linear relationship between stakeholder management

process and the sustainability of CSRPs in TVETs in western Kenya, an indication that there was a need of refocussing on ownership of the stakeholder management process in order to fully enhance sustainability.

5.4 Recommendations

Based on the findings of the study the following recommendations were proposed in relation to each objective of the study. On the influence of stakeholder management process, corporate institutions and TVETs should improve on their planning by involving all relevant stakeholders by catering for their identification, communication, engagement and empowerment. Stakeholders should be trained and involved on how to prepare, plan and implement using relevant documents required in projects. The study recommends that stakeholder management aspects such as selection should be pegged on their power and network, should be dedicated to the function, roles and responsibilities of management, monitoring and evaluation need to be specified at the start of the projects and effective institutionalized communication will ensure stakeholder satisfaction which will enhance sustainability of CSRPs in TVETs. The results of the study therefore provide a number of theoretical, policy and practical recommendations for stakeholder management process and sustainability of CSRPs in TVETs.

5.4.1. Theoretical Recommendations

The study makes significant contribution to theory underpinning stakeholder management process. It provided for an avenue of expanding theoretical and empirical development on Stakeholder Management Process Model as a way of managing the relationships and several groups that resulted in a strategic manner linking it to stakeholder theory and institutional theory to explain the process through which stakeholder management process leads to improved sustainability of CSRPs.

Project managers should ensure successful identification and analysis of all stakeholders involved in CSRPs in order to then successfully perform effective stakeholder management and that all stakeholders receive an appropriate minimum level of attention and consideration, regardless of how small their role within the project is. Involving external stakeholders within various parts of a project especially from the business world will be mutually beneficial to all parties involved and will ensure sustainability of CSRPs initiated. Sustainability challenges especially in projects require new ways of decision-making. Stakeholder identification is an indicator to measure sustainability.

5.4.2. Recommendations for Practice

Stakeholder Communication should be a key component of project implementation and essential within the project team, between the team and the rest of the organization, and with the beneficiaries. Stakeholders should know what their tasks are, or how to accomplish them and to monitor project progress. It is essential that the project stakeholders know what is expected of them; what they have to do, when they have to do it, and what budget and time constraints and quality specification they are working towards in order to guarantee sustainability of CSRPs.

Sustainability of CSRPs in TVETs should ensure political, social, ownership of projects by target groups, institutional, economic and financial elements, technical soundness, and environmental factors. CSRPs are economically feasible when they are able to secure financing – whether from public, commercial, or concessional sources – while having a positive impact on society and the environment. As such, stakeholder management process is a vital component that would ensure that they remain sustainable long after funding and project closure.

5.4.3 Recommendations for Policy

There should be a commitment to actively engage with stakeholders, listen to them, build a relationship with them and then respond to their concerns in a mutually

beneficial way for improved project planning and performance. Effective engagement and management of stakeholders relies on project manager's ability to identify stakeholders' expectations from the beginning to close-up. TVETs should maximize commitment, time and resources in order to increase stakeholder engagement. A deeper look at stakeholder group interests, how they will be affected and to what degree, and what influence they could have on CSRPs would be done in order to influence sustainability of the projects established.

Stakeholders should be given the authority to act, choice of actions, and control over decisions and resources held by them rather than the corporations that support CSRPs. Beneficiaries should take responsibility for their own projects since ownership through stakeholder participation, empowerment and consensus is vital. Sustainability of CSRPs should be through partnerships that capitalize on collaboration practices.

5.5 Contribution of Research

The study contributes to the literature in many ways which can be grouped according to the methodological and theoretical contributions. The study is unique in the methodology adopted in terms of investigating the influence of stakeholder management process and how it has been linked to the sustainability of CSRPs in TVETs in western Kenya. Similarly, the study comprises a combinations of data collection, analysis and procedures which provide a methodological contribution in the field of project management through an investigation of the influence of stakeholder management process on sustainability of CSRPs. Stakeholder management process as extended by the strategic management process model is therefore, explained in the literature and documented from the results in the study to the existing body of knowledge in order to explain stakeholder management process as a determinant that influences sustainability of CSRPs in Kenya.

Furthermore, the inclusion of both hierarchical and step wise regression analyses to investigate the moderating influence of knowledge sharing on the relationship between

stakeholder management process and sustainability, and use of the stakeholder management process model by Preble to generate the interaction plots, especially in TVETs in Kenya, provided a key contribution and generation of new knowledge for effective Stakeholder management of the diverse stakeholders in organizations. Theoretically, the study broadly creates a new insight about the influence of stakeholder management process and how it has been linked to the sustainability of CSRPs in TVETs in western Kenya.

It provides a simple model and illustration on the interaction between the various processes, revealing that Stakeholder Engagement and the Stakeholder Identification processes had a significant partial influence in predicting the sustainability of CSRPs while Stakeholder Communication and Stakeholder Empowerment did not have a significant partial influence in predicting the sustainability of CSRPs; an indication that there was a breakdown in the Stakeholder Management Process thus retarding the sustainability of the CSRPs in the TVETs in Western Kenya. Therefore, the TVETs management may find such findings very useful since stakeholder identification and engagement are key components used by management to enhance stakeholder management as well as sustain the CSRPs established.

Regarding the theory, the study advanced a theoretical argument for the use of Institutional theory, theory of sustainability and stakeholder theories in stakeholder management process. It advances the use of Stakeholder theory to explain the stakeholder management process in CSRPs. The theory explains foundation of stakeholder identification and engagement as variables and places stakeholder's participation at the fore front of any projects. Thus, the theory anchors assessing stakeholder identification and determining stakeholder empowerment on sustainability of CSRPs in TVETs as objectives of the study.

The theory of sustainability explains sustainability of CSRPs as a variable in the study with the emphasis of linking it to the stakeholder management process while Institutional theory for the study shows that sustainability is successful when

institutionalized and goes beyond meeting a common need and must have a knowledge sharing process amongst the stakeholders. Based on the study findings managers in CSRPs may have to focus more on the stakeholder management process in comparison to other factors that have an influence on sustainability. Hence, projects must always have stakeholder's role in decision making process with their relative position and power relations in mind since this is obligatory for the success of any extension project.

In terms of knowledge, the study contributes to the knowledge in several grounds. First, it validates the stakeholder management process in the Kenyan context. Secondly, it focuses on stakeholder management process in the TVETs in Kenya, as opposed to the stakeholder management practices as mentioned in many other studies. Thirdly, it fills the knowledge gap by using knowledge sharing as a moderator on the relationship between the predictor and the predicted variables used. A key element of stakeholder management process intervention is through knowledge sharing practice.

5.6 Suggestions for Further Studies

The study focused on the importance of the influence of stakeholder management process on the sustainability of CSRPs in TVETs in western Kenya. Future research will need to be carried in other industries or sectors and countries in order to show if the link between stakeholder management process and sustainability can be generalized. The study focused on CSRPs and did not include other donor projects. Further study is recommended to include other social empowerment projects among others. A more detailed study can be conducted to establish the other factors that contribute towards sustainability of these projects.

Though the study fulfilled its aim and objectives, and there are a number of areas for additional studies and empirical research, given the limitations of the research. On a geographical dimension, the study was primarily limited to TVETs in western Kenya who form the sample size. The methodology that has been chosen to achieve the research objectives was limited to questionnaires. As such, future research could build

on this study by examining stakeholder management process on the sustainability of CSRPs in different sectors and agencies in both qualitative and quantitative way by using other various methodologies that have not been used in the study.

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APPENDICES

Appendix I: Questionnaire for Stakeholders-Students, BOG, PMCs, SMs and HODs

I am a student pursuing a Doctorate Degree in Project Management at Jomo Kenyatta University of Agriculuture and Technology. The questionnaire is meant to collect data regarding the Influence of Stakeholder Management Process on Sustainability of Social Based Corporate Projects(CSRPs) in Technical, Vocational and Educational Training Institutions(TVETs) in Western Kenya.

Social Based Corporate Projects(CSRPs) are projects funded by companies and other organizations under corporate social responsibility in your college.You have been identified as one of the respondents in The study. I therefore kindly request you to take some time to respond to the attached questionnaire. Your responses will be treated with confidentaility and will be used solely for the purpose of The study. Thank you in advance for your responses.

Luhombo Calistus

SECTION A; Demographic Information

1;**TVET Particulars;** Name of the Institution (Optional) …….

2.**a)** Which category of Stakeholder are you?

a) BOG ☐

b) Senior Management Team ☐

c) Project Management Committee ☐

d) Head of Department ☐

e) Student ▭

In The section please tick (√) the most appropriate response for each of the questions in the Table below **5** Strongly agree **SA**, **4** Agree **A**, **3** Sometimes Agree **STA, 2** Disagree **D**, **1** Strongly disagree **SD**						
		1	**2**	**3**	**4**	**5**
SECTION B; Stakeholder Identification						
3.	Stakeholder analysis is always done to identify extent of decision making before selecting a stakeholder.					
4.	People are selected at a point that they have the greatest impact on the project					
5.	People selected as stakeholders benefit from projects initiated					
6.	People selected, or their organizations hold a position from which they can influence the project(s)					
7.	People selected as stakeholders have an impact on the project's resources (materials, personnel, funding)					
8.	People selected as stakeholders have skills or capabilities the project(s) will require					
9	People selected can resist change and that is likely to influence initiated CSRPs in the negative direction.					
10	Local community development networks and support organizations are always involved in identifying CSRPs stakeholders					
11	Problem analysis before selection of a stakeholder is always undertaken to understand the extent of stakeholder contribution into the project.					
12	Concerns of stakeholders during project/ stakeholder identification process are always taken care of.					

In The section please tick (√) the most appropriate response for each of the questions in the Table below **5** Strongly agree **SA**, **4** Agree **A**, **3** Sometimes Agree **STA, 2** Disagree **D**, **1** Strongly disagree **SD**						
		1	**2**	**3**	**4**	**5**
SECTION C; Stakeholder communication						
13.	All CSRPs in the college have a communication plan that is made known to all stakeholders					
14.	Information sought for in CSRPs helps adjust and respond to problem areas.					
15.	Information shared minimizes stakeholder resistance throughout the life of the project.					

16.	Stakeholders clearly understand the project goals, objectives, benefits, and risks.					
17.	Project teams receive feedback for any communication made.					
18.	All CSRPs in the college have a communication plan that helps engage the stakeholders throughout the project cycle					
19.	All projects in the college have the project Issues Log used to address stakeholders' concerns					
20.	Stakeholder management risks are captured and managed in all the projects initiated					
21.	Stakeholder management risks are documented in all the projects initiated					
22.	Communication among the stakeholders is fast and efficient throughout the project cycle.					

In The section please tick (√) the most appropriate response for each of the questions in the Table below **5** Strongly agree **SA**, **4** Agree **A**, **3** Sometimes Agree **STA, 2** Disagree **D**, **1** Strongly disagree **SD**

		1	**2**	**3**	**4**	**5**
SECTION D; Stakeholder engagement						
23.	Stakeholders are committed to the management of CSRPs because they believe it is the right thing to do					
24.	Stakeholders consult with the people they represent for decision making without compulsion					
25.	Stakeholders have enthusiasm of running the project					
26.	There is consensus building amongst stakeholders in projects					
27.	There is respect amongst stakeholders in projects					
28.	The institution regularly guarantees stakeholder's commitment with signed documents					
29.	Project leaders always ask for other stakeholders' input in the CSRPs					
30.	SCP team leaders always send regular status updates about project progress to team members to ensure that they are conversant with the project progress					
31.	SCP team leaders always nail down stakeholders' specific expectations to ensure that their expectations					

	are completely understood.					

32. Using the Table below, place a "tick" in the column of their desired level of engagement against the stakeholder category mentioned.

Stakeholder	Unaware	Resistant	Neutral	Supportive	Leading
a) B.O. G					
b) Corporate Institution (Sponsors)					
c) Senior management Team					
d) Beneficiaries /Users					
e) Others (Specify)					

In The section please tick (√) the most appropriate response for each of the questions in the Table below **5** Strongly agree **SA**, **4** Agree **A**, **3** Sometimes Agree **STA, 2** Disagree **D**, **1** Strongly disagree **SD**

		1	**2**	**3**	**4**	**5**
SECTION E; Stakeholder empowerment						
33.	There is an enabling environment for dialogue amongst stakeholders					
34.	Stakeholders assist in the identification of other stakeholders for projects					
35.	Stakeholders are sufficiently prepared and briefed to have well-informed opinions and decisions					
36.	Stakeholders voice their views without any fear of penalty					
37.	The stakeholders define the terms of engagement in projects					
38.	There is a public disclosure and feedback process in the running of CSRPs					
39.	Project manager and other team leaders are focused and well organized and are able to engage with a committed team and gain the support of all stakeholders.					
40.	Guidance, materials and practical support are given to stakeholders, so they can share in planning and implementation of the CSRPs					
41.	Processes and structures that empower stakeholders have been put in place					
42.	Stakeholders have been allowed to maximize opportunities for full co-production to ensure effective and smooth running of the CSRPs					

43.	Stakeholders have been given opportunity to have either strong influence in the making of decisions during project planning.					

In The section please tick (√) the most appropriate response for each of the questions in the Table below; **5 =**Very large extent**, 4=** Large extent, **3 =** Moderate extent**, 2 =** Small extent, **1** = Very small extent						
		1	**2**	**3**	**4**	**5**
SECTION F; Knowledge Sharing						
44.	To what extent do you think information governance policy in place on CSRPs in the college is effective ?					
45.	To what extent do you think information-sharing strategy in place on CSRPs in the college is effective?					
46.	To what extent do you think the college always share information collected amongst stakeholders in the event of a crisis in the management of projects?					
47.	To what extent do you think the college has been effective to facilitate access or use of information that they may be holding in their custody?					
48.	Indicate to what extent your college shares available data on projects with other stakeholders.					
49.	Indicate the extent to which your college uses information from coordination meetings for stakeholder management.					
50.	To what extent is information on projects in your college shared upon request?					
51.	To what extent is information on projects in your college shared via regular scheduled meetings?					

52. To what extent does your college share information on CSRPs with any of the following stakeholders?

	Very large extent	Large extent	Moderate extent	Small extent	Very small extent
Sponsors					
H.O. Ds					
Beneficiaries					
Small Management Teams					

Project Teams					

SECTION G; Sustainability of Corporate Social Responsibility Projects

Instructions; The following questions relate to sustainability of any project funded by companies under corporate social responsibility and completed within the last 10 years.

a) Project Name……..

b) How many years have been a stakeholder in the institution?

a) less than 1-year ☐ b) 1-3 years ☐ c) more than 3 years ☐

In The section please tick (√) the most appropriate response for each of the questions in the Table below; **5 =**Very large extent**, 4=** Large extent, **3 =** Moderate extent**, 2 =** Small extent, **1** = Very small extent						
		1	**2**	**3**	**4**	**5**
Sustainability of Corporate Social Responsibility Projects						
53.	To what extent do you think intended beneficiaries are using/ benefiting from the project's outcome?					
54.	To what extent do you think the project facilities are operational?					
55.	To what extent do you think there is existence of desirable project outcome?					
56.	Indicate the extent to which the beneficiaries or users are involved in decisions regarding the management of project outcome					
57.	Indicate to what extent Stakeholders provide substantive input into environmental conservation in project design					
58.	Indicate the extent to which the intended users take part in the evaluation design and the review as a means of indicating their level of satisfaction with project benefits					
59.	To what extent does the project outcome affect the relationship between the corporate institutions that have established the CSRPs and the college?					
60.	To what extent are the project environmental aspects a priority for your institution?					
61.	To what extent is evaluation for project sustainability done during the course of project implementation?					

62.	Indicate the extent to which project(s) initiated have the ability to be funded or attract resources					
63.	To what extent do the intended users take part in the evaluation as a means of indicating their level of satisfaction with project benefits?					

64. Does the college have management structure to manage continual flow of benefits from the project? [ ] Yes [ ] No

65. Is there a national policy statement that clearly defines respective responsibilities of all stakeholders regarding project sustainability? [ ] Yes [ ] No

66. a) Is project sustainability assessment done before funds approval? [ ] Yes [ ] No

b) If yes, who does it? [ ] Internal staff [ ] External consultant [ ] others (specify)…….

67. In the following Table, give your opinion on the extent to which the following players influence project sustainability.

Stakeholders	Very large extent	Large extent	Moderate extent	Small extent	Very small extent
BOG					
Corporate Institution (Sponsors)					
Small management team					
Beneficiaries/Users					
Others (Specify)					

68. Who is responsible for the project sustainability after project closure (multiple answers allowed)

Government [ ] Sponsor (Corporate Institution) [ ] Beneficiary [ ] Others [ ] (specify)……

THANK YOU FOR FINDING TIME TO ANSWER THE QUESTIONNAIRE

Appendix II: Document Analysis Form

College _____

	SCP	**Stakeholder Analysis Register**	**Communication plan**	**Project Issues Log**	**Risk Management Plan**	**EIA Reports**	**Stakeholder Identification Forms**
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							

20							

Appendix III: Sample Distribution and Sample Size Determination

Table for Determining Sample Size of a known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note; **N** is Population Size; **S** is Sample

Source; Krejcie and Morgan, (1970)

Appendix IV: Summary of Students in Accredited Institutions (Western Kenya)

Category	Public		Private		Total	
	No	Students	No	Students	No	Students
National Polytechnic	1	4500	0	0	0	0
Technical and Vocational College	10	5540	11	980	21	6520
Vocational Training Center	39	2612	2	294	41	2906
Total	**50**	**12652**	**13**	**1274**	**63**	**13926**

Source; The Technical and Vocational Education and Training Authority (2017)

Appendix V: Summary of Accredited TVETs (Western Kenya)

NAME	ADDRESS	TYPE	CATEGORY	NO	COUNTY
Adex School Of Business Studies	P. O. Box1148 -50100 KAKAMEGA	Technical Vocational College	Private	15	Kakamega
African Institute of Research & Development Studies-Bungoma Campus	P.O Box 1765-50200 Bungoma airadsbungoma@gmail.com	Technical Vocational College	Private	120	Bungoma
Bitobo Vocational Training Centre	P.O. Box 2567-50200 Bungoma	Vocational Training Centre	Public	165	Bungoma
Boyani Vocational Training Centre	P.O. Box 137-50318 Gambogi	Vocational Training Centre	Public	110	Vihiga
Bukura Agricultural College	P.O. Box 23-50105 Bukura bukcol@gmail.com	Technical Vocational College	Public	1050	Kakamega
Bumbe Technical Training Institute	P.O Box 440 -50406 Funyula bumbetec@yahoo.com	Technical Vocational College	Public	510	Busia
Bungoma Institute of Advanced Technology	P.O. Box 1145- 50200 Bungoma biatco@yahoo.com	Technical Vocational College	Private	44	Bungoma
Bushiangala Technical Training Institute	P.O. Box 2227-50100 Kakamega bushiangalatechnical@yahoo.com	Technical Vocational College	Public	620	Kakamega
Busia Professional Studies Centre	P.O. Box 435- 50400 Busiabpscentre@gmail.com	Technical Vocational	Private	45	Busia

		College			
Chebukwabi Vocational Training Centre	P.O Box 277-50204 Kimilili chebukwabiyp@gmail.com	Vocational Training Centre	Public	90	Bungoma
Deeva College of Professional Studies	P.O. Box 1916-50200 New Nyanza building Moi avenue info@deevacollege.com pdeevacollege@gmail.com	Technical Vocational College	Private	60	Bungoma
Dominion Training Institute	P.O. Box 1906-50200 Bungoma dominioncollege@gmail.com	Technical Vocational College	Private	260	Bungoma
Ebusiralo Vocational Training Centre	P.O. Box 259-50307 Luanda	Vocational Training Centre	Public	86	Vihiga
Emmukunzi Vocational Training Institute	P.O Box 282 - 50314 Emuhaya	Vocational Training Centre	Private	114	Vihiga
Excellent Institute of Professionals	P.O. Box 870-50100 Kakamega	Technical Vocational College	Private	32	Kakamega
Friends College Kaimosi Institute of Technology	P.O Box 150 - 50309 Tiriki	Technical Vocational College	Public	1480	Vihiga
Givigoi Vocational Training Centre	P. O. Box 82 – 50312 Hamisi	Vocational Training Centre	Public	90	Vihiga
Javan Institute of Technology	P.O. Box 425-50406 Funyula	Technical Vocational College	Private	80	Busia
Kabras County Vocational Training Centre	P.O Box 5036 Matete	Vocational Training Centre	Public	185	Kakamega

Karadinin Vocational Training Centre	P.O. Box 163 -50318 Mbale	Vocational Training Centre	Public	100	Vihiga
Keveye Vocational Training Centre	P.O. Box 177-50310 Vihiga pkeveye@ymail.com	Vocational Training Centre	Public	320	Vihiga
Khayo Vocational TrainingCentre	P.O. Box; 87 Buyofu khayoyp@yahoo.com	Vocational Training Centre	Public	149	Busia
Khelela Vocational Training Centre	P.O. Box 41-50226 Myanga khelelavtc@yahoo.com	Training Vocational Centre	Public	82	Bungoma
Kibabii Vocational Training Institute	Po Box2613-50200 Bungoma	Vocational Training Centre	Public	125	Bungoma
Kisongo Vocational Training Centre	P. O. Box 54-50201 Cheptais	Vocational Training Centre	Public	140	Bungoma
Lugala County Vocational Training Centre	P.O Box 212-50107 Shinyalu	Vocational Training Centre	Public	300	Kakamega
Lwandanyi Vocational Training Centre	P. O. Box 25 – 50201 CHEPTAIS	Vocational Training Centre	Public	60	Bungoma
Mabanga Youth Polytechnic	P.O Box 659-50102 Mumias	Vocational Training Centre	Public	30	Kakamega
Machakha Vocational Training Centre	P. O. Box; 46 Code; 50206 Bungoma	Vocational Training Centre	Public	160	Bungoma

Machwele Vocational Training Centre	P.O. Box 2537-50200 Bungoma	Vocational Training Centre	Public	100	Bungoma
Mago Vocational Centre	P.O. Box 1 – 50325 Vihiga	Vocational Training Centre	Private	180	Vihiga
Malaha County Vocational Training Centre	P.O Box 116-50106 Shianda	Vocational Training Centre	Public	120	Kakamega
Malakisi Vocational Training Centre	P.O. Box 22-50209 Malakisi	Vocational Training Centre	Public	70	Bungoma
Maseno Youth Polytechnic		Vocational Training Centre	Public	150	Vihiga
Matayos Vocational Training centre	P.O Box 909-50400 Busia	Vocational Training Centre	Public	108	Busia
Matili Technical Training Institute	P.O. Box 76 – 50204 Kimilili matilitechnicalcollege@yahoo.co.ke	Technical Vocational College	Public	490	Bungoma
Matulo Vocational Training Centre	P.O. Box 621-50205 Webuye	Vocational Training Centre	Public	10	Bungoma
Mufule Vocational Training Centre	P.O. Box 1796-50200 Bungoma	Vocational Training Centre	Public	132	Bungoma
Muhudu Vocational Training Centre	P.O. Box 130-50309 Tiriki Email; muhudupoly@gmail.com	Vocational Training Centre	Public	60	Vihiga
Musakasa Technical	P.O. Box 877 -50200 Bungoma	Technical Vocation	Public	200	Bungoma

Training Institute	musakasainst@gmail.com	al College			
Muteremuko Vocational Training Centre		Vocational Training Centre	Public	38	Bungoma
Nambale Vocational Training Centre	P.O. Box 13 – 50409 Nambale nambaleyouthpolytechnic@yahoo.com	Vocational Training Centre	Public	120	Busia
Nzalwa Vocational Training Center	Box; 338 Code;5037 Luanda	Vocational Training Centre	Public	160	Vihiga
Raphael Malimili Youth Polytechnic	P.O. Box 344 – 50104 Khayega	Vocational Training Centre	Public	20	Kakamega
Rural Craft Training Centre – NYS Turbo	P. O. Box 15 – 30106 Turbo	Technical Vocational College	Public	150	Kakamega
Sang'alo Institute of Science & Technology	P.O Box 158-50200 Bungoma	Technical Vocational College	Public	720	Bungoma
Shamberere Technical Training Institute	P.O. Box 1316 – 50100 Kakamega	Technical Vocational College	Public	320	Kakamega
Shilolakhali County Vocational Training Centre	P.O. Box 91 -50107 Shinyalu	Vocational Training Centre	Public	220	Kakamega
Sigalagala National Polytechnic	P.O. Box 2966 -50100 Kakamega	National Polytechnic	public	4500	Kakamega
Sirare Vocational Training Centre	PO Box 1947-50200 Bungoma	Vocational Training Centre	Public	47	Bungoma
Sirisia	P.O. Box 30-50208	Vocation	Public	111	Bungom

Vocational Training Centre	Sirisia	al Training Centre		a
Sitabicha Vocational Centre	P.O. Box 38 –50204 Kimilili	Vocational Training Centre	Public	110 Bungoma
SolongoVocational Training Center	P.o.Box; 52-50300 Malagoli	Vocational Training Centre	Public	110 Kakamega
Sosio Vocational Training Centre	P. O. Box 50204 Kimililii	Vocational Training Centre	Public	120 Bungoma
St Jude's Technical College	P.O Box 50102 -448 Mumias stjudetechcollege@yahoo.com	Technical Vocational College	Private	185 Bungoma
St. Maurice Mwira County Vocational Training Centre	P.O. Box 245 -50102 Mumias	Vocational Training Centre	Public	80 Kakamega
St. Peter's Emulakha Polytechnic	P.O. Box 2787 – 50100 Kakamega	Vocational Training Centre	Public	400 Kakamega
St. Teresa Musoli Vocational Centre	Po Box 68-50105 BUKURA	Vocational Training Centre	Public	75 Bungoma
Tongaren Vocational Training Centre	P. O. Box 50244 Tongaren	Vocational Training Centre	Public	65 Bungoma
Wabukhonyi Vocational Training Centre	P.O.Box 737-30200 Kitale	Vocational Training Centre	Public	160 Bungoma
Wekalekha Vocational	P.O. Box 460-50200 Bungoma	Vocational	Public	125 Bungoma

Centre					Training Centre			
West Institute Science Technology	End of and	P.O. Box Bungoma	2005-	50200	Technical Vocational College	Private	55	Kakamega
							84	Kakamega
	Total					63	12,652	

Source; The Technical and Vocational Education and Training Authority (2017)

Appendix VI: Letter of Introduction

Date……

Principal,

Name of the Polytechnic/College……..

P.O. Box ……

Dear Sir,

RE; INFLUENCE OF STAKEHOLDER MANAGEMENT PROCESS ON SUSTAINABILITY OF CORPORATE SOCIAL RESPONSIBILITY PROJECTS IN TECHNICAL AND VOCATIONAL INSTITUTIONS, WESTERN KENYA

I am a student pursuing a Doctorate Degree in Project Management at Jomo Kenyatta University of Agriculture and Technology. I am required to undertake a research thesis on the aforementioned topic as partial fulfilment for the award of this degree.

The purpose of this letter is therefore, to request you to grant permission to collect relevant data from your organization from selected respondents among your members of the Board of Governors, Senior Management staff, Project Management Committee, Heads of Department and Students. The information collected will be treated with utmost confidentiality and will be used for the purposes on this research only. Thanks in advance for your consideration.

Yours Sincerely,

Luhombo Adema Calistus

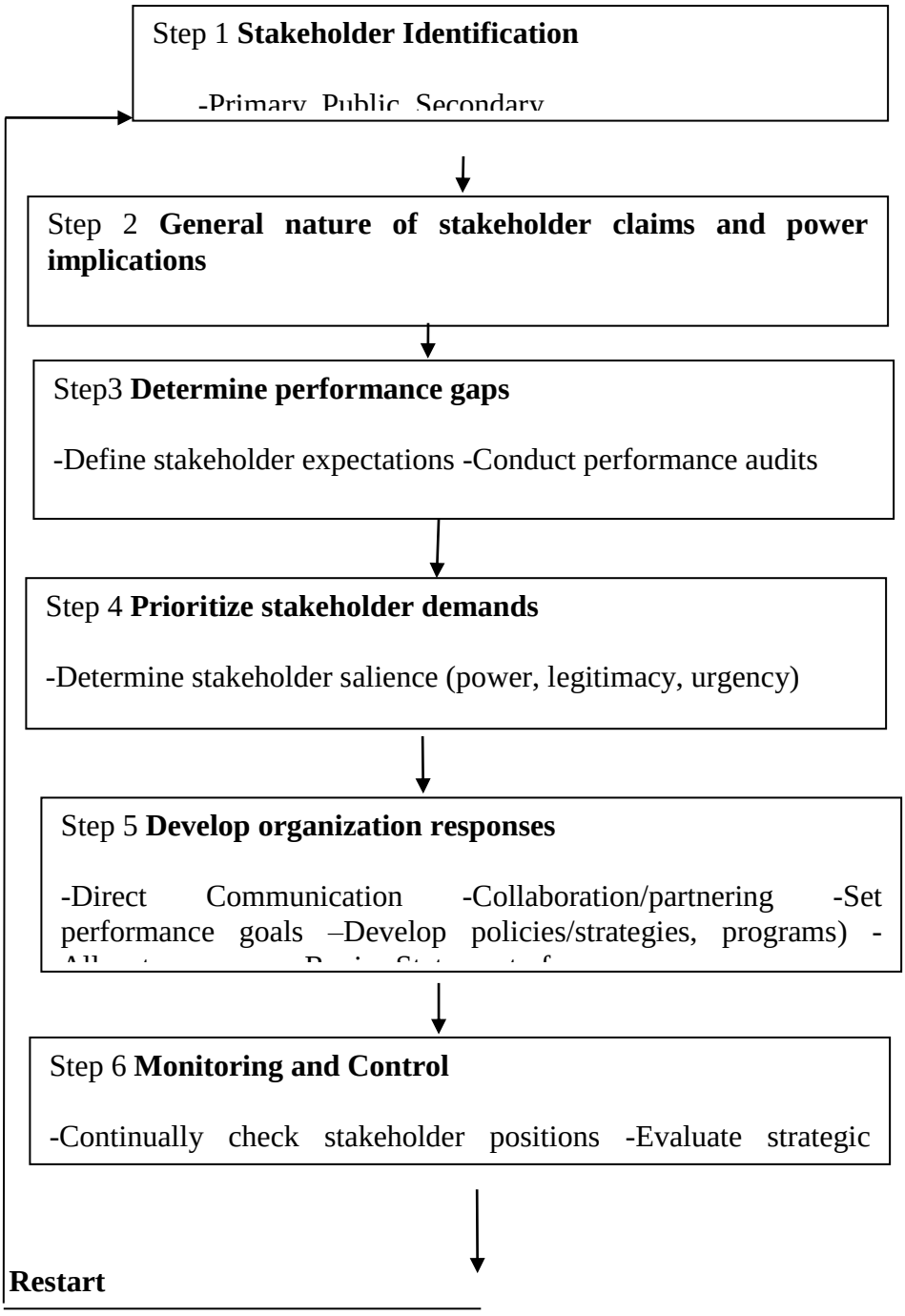
Student Reg No. HD417-C009-5389-2014

Appendix VII: A checklist of Integrating Sustainability in Projects

Checklist of Intergrating Sustainabilty in IS projects and Project Management		
Economic Sustainability	Return on Investment	- Direct financial benefits
	Business Agility	- Net Present Value - Flexibility / Optionality in the project
Environmental Sustainability	Transport	- Local procurement - Digital communication - Traveling - Transport
	Energy	- Energy used - Emission / CO2 from energy used
Social Sustainability	Labor Practices and Decent Work	- Employment - Labor / Management relations - Health and Safety - Training and Education - Organizational learning
	Human Rights	- Diversity and Equal opportunity - Non-discrimination - Freedom of association - Child labor - Forced and compulsory labor - Community support

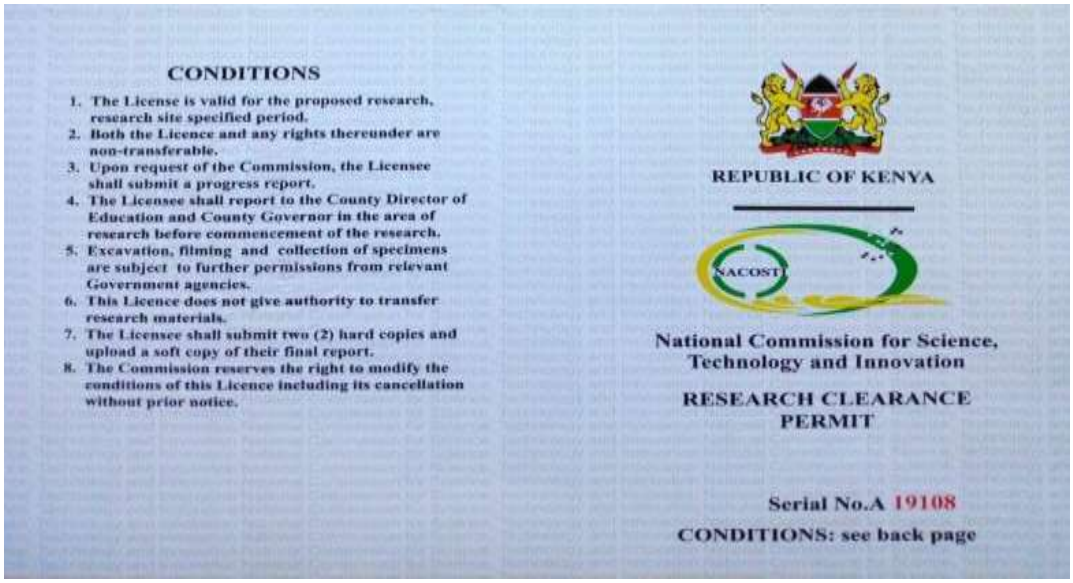
Source: Silvius (2012)

Appendix VIII: Comprehensive Stakeholder Management Process Model



Source: Preble (2005)

Appendix IX: Research Clearance Permit



CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

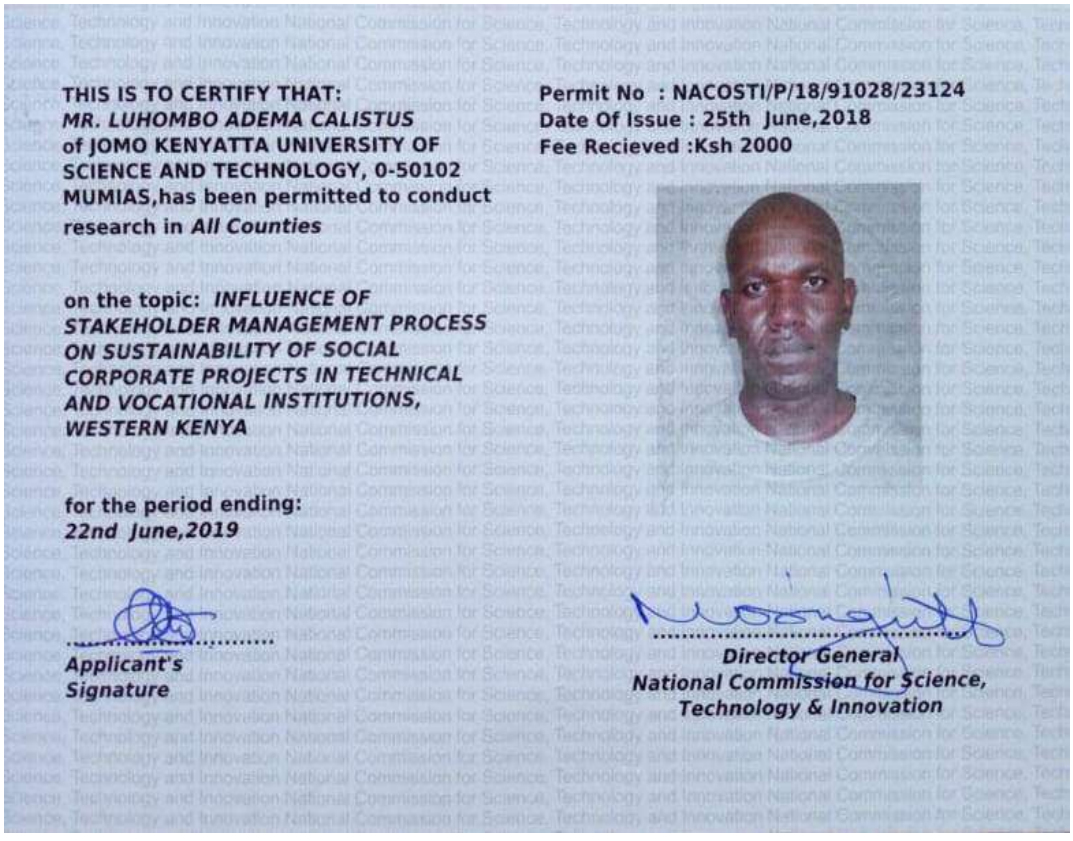
REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 19108

CONDITIONS: see back page



THIS IS TO CERTIFY THAT:
MR. LUHOMBO ADEMA CALISTUS
of JOMO KENYATTA UNIVERSITY OF SCIENCE AND TECHNOLOGY, 0-50102 MUMIAS,has been permitted to conduct research in *All Counties*

on the topic: *INFLUENCE OF STAKEHOLDER MANAGEMENT PROCESS ON SUSTAINABILITY OF SOCIAL CORPORATE PROJECTS IN TECHNICAL AND VOCATIONAL INSTITUTIONS, WESTERN KENYA*

for the period ending:
22nd June,2019

Permit No : NACOSTI/P/18/91028/23124
Date Of Issue : 25th June,2018
Fee Recieved :Ksh 2000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation