

## **Project Funding and Performance of Education Projects in Kenya: A Case Study of Kajiado County**

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### **【Abstract】**

The study examined the project funding and performance of education projects through the study of Kajiado County, Kenya. System theory served as the study's primary anchor theory, reinforced by stakeholder theory. The target population of the study consisted of 200 respondents, and the study employed a descriptive research design. A stratified random sampling technique was used to determine a sample size of 100 participants. Questionnaires were used to collect raw data. Ten participants were chosen at random to participate in the pilot study from the target population. Findings indicate that project management practices and the performance of education projects have a significant relationship. Thus, the predictor variable Project Funding is statistically significant, indicating that raising the average index of predictor variables should improve the performance of education projects. The results and recommendations produced by this study will help the future county government of Kajiado and the national government of Kenya determine how to best implement policies to maximize the performance of education projects. The national government should invest more on performance-based projects that are not only sustainable but also affordable in terms of funding.

### **【Keywords】**

Project funding; Kajiado County, Kenya; Performance of education projects; Project funding

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## 1. Introduction

Sustainability is at the forefront of many fields in terms of its potential to be socially, economically, and environmentally viable. Additionally, the definition of project management has widened to include sustainability in its procedures to provide performance project results (Molaei et al., 2019). Project performance in this context entails not just finishing the project on schedule, within budget, and within scope, but also taking into account its long-term sustainability, which takes into account environmental protection (Silvius & Schipper, 2014). Sustainability is more important than ever in the 21st century. The word sustainability is strongly related to environmental preservation and is typically associated with nonrenewable energy that must be replaced or reduced. However, its principles go beyond this, encompassing inclusion, profit sharing, and long-term growth, termed “social sustainability” (Carvalho & Rabechini, 2017). The goal of social sustainability is to improve lives while promoting equality in society. Determining how businesses affect communities is crucial. Resolving stakeholder concerns will increase trust and confidence, which can be essential to a company's day-to-day operations (Molaei et al., 2019). As a result, the three facets of sustainability are in continual conflict. Additionally, they are unstable and subject to ongoing disturbances including social, political, economic, and environmental restrictions, which when combined create pressure (Carvalho & Rabechini, 2017). There is some evidence of a connection between projects and sustainability, notwithstanding the paucity of research. Consequently, additional research is required to thoroughly explore the Triple Bottom Line framework which expands the predictable performance cycle to include an organization's contributions to social well-being, environmental health, and economic growth. In addition, sustainable development necessitates ongoing attempts to satisfy present and future human demands while staying within the bounds of technical, cultural, social, and environmental restrictions. No concessions should be made when it comes to the sustainability of educational infrastructure projects (Aydın & Mihlayanlar, 2022).

The infrastructure sector's use of sustainable building practices is essential for conserving resources while maintaining the long-term benefits to the environment, economy, and society. All those who undertake development projects want the worldwide performance of education projects, but this lofty goal is rarely realized since so many programs dispersed internationally encounter multiple difficulties (Carvalho & Rabechini, 2017). Compared to other types of construction projects, infrastructure projects may have more difficulties with planning, more subterranean work, more effects on the public and the environment, and higher investment costs. Civil infrastructure projects frequently lack of sustainability goals and experience cost overruns and timetable delays despite their important purpose and relevance. Therefore, there is currently a demand for infrastructure projects that execute more efficiently and have fewer negative effects on the environment and society (Silvius & Schipper, 2014).

Ministry of Education policy outlined in the Kenyan Education Act of 2013 mandated school principals to serve as accounting officers in the implementation of educational projects from the outset to the conclusion, placing them at the centre of the execution of any educational project. Head teachers in Africa are ill equipped with training on construction

projects and lack the necessary project management skills, which easily affect the monitoring and evaluation of infrastructure projects in schools. Undoubtedly, one of the key factors in achieving the sustainable development goals (SDGs) which are the new, universal set of goals, targets, and indicators that UN member states must utilize to shape their agendas and political actions for the next 15 years. As for this study, SDGs are defined as the completion of school projects supported by the National Government Constituencies Development Fund (NG-CDF), county government, and Ministry of Education among other government agencies. The majority of these initiatives should typically focus on enhancing the facilities at public schools. Most of these ventures, however, have strayed from this goal. This study aims to explore project management practices and sustainable education initiatives such as deliverables, documentation, scope, risk management, resource capability, goals, team goals, schedule, and budget.

According to Luvuga and Ngari (2019), project performance assists institutions in mitigating the impact of unanticipated and competitive events on project objectives, and capitalizing on opportunities as they come. Cost, time, and quality are the core project performance measures since they are the basic components of a project. The term "quality" refers to all of the features that a product must have to meet the demands of its customers and be useful. The quality requirements specification should specifically ensure the efficacy and conformance of quality performance. Because small and medium-sized enterprises emphasize profit above project investment, cost, time, quality, and profitability are utilized to assess project performance. Kalia and Bhardwaj (2019) define a program's performance as the extent to which it achieves the predetermined goals, taking into account time, quality, budget, security, and, generally speaking, customer satisfaction. According to Nel and Beudeker (2015), the performance of the computer software is a critical factor in figuring out whether a project is performing. If a program can reach its goals and remain viable after that, it can be considered. Internationally, various businesses have been lamenting the countless program performances that fall short of the intended outcome and the lost money. The satisfaction of program participants must be balanced with the benefits to the company. Concern among clients in the public and private sectors is thought to begin as program performance gets closer to expectations (Ellis et al., 2022).

In general, the degree to which a project is completed on schedule and in accordance with user demands is used to assess its performance. The importance of project finance cannot be overstated. Associations are not autonomous entities that only act out of their own free will, claim Oyeyipo et al. (2016). In contrast, they are continually communicating with other entities as part of networks for asset trading. Organizations are forced to adjust to the demands of critical project funding providers due to a lack of funds and uncertainty. However, to access such funding, it is usually necessary to give up ownership interests (Wasserman, 2014). Assets often contain numerous sources of financing, expertise, knowledge, data, and learning that help to increase the competency and viability of hierarchies. Based on these considerations, the source of project funds, disbursement plan, project costs, budget variations and budget allocations are the indicators for this study.

### **1.1 Statement of the Problem**

Sustainable development depends heavily on the calibre of educational initiatives and how well they work regarding social, environmental and economic considerations. However, the absence of project performance factors in educational projects can frequently result in disputes over the use of water, air, and land as well as pollution, all of which hurt the environment, human health, and quality of life (Beata et al., 2014). These difficulties are frequently brought up in today's society as unchecked educational initiatives cause environmental care to be ignored. With this in mind, education initiatives and other social services which seek to enhance living quality and support the emergence of a compassionate society are prioritized in today's development strategies, (Oke et al., 2022).

The county is a semi-arid area with problems with food security. Government budget shortages have caused delays and the inability to deliver meals to schools by the deadline. Given that the viability of such a program in Kajiado focuses significantly on funding, community participation, Board of Management participation, monitoring, and evaluation techniques, this has raised problems with the community, the schools, and other stakeholders. This is why the research was undertaken to identify the root causes of the county's incapacity to do so.

However, in Kajiado County, the topic of sustainable education initiatives is still relatively unexplored. Due to reasons including shifting political leadership and nomadic lives, among others, the majority of educational programs in Kajiado County continue to function badly; many of these projects receive minimal allocation of funds and end up being abandoned with each election cycle. Sustaining such initiatives becomes difficult since the majority of projects in the county lack the human, technical, and financial resources that are necessary to assure their continuance when the project life cycle is complete. Numerous studies examine the factors that influenced how public-school infrastructure projects were implemented, including Macharia (2016) which examined Mathira Constituency in Nyeri County, Kenya. The study showed that there was a stark disparity between the amount of funding available for the projects and the scope of the projects that had to be carried out, and thus the study provides a contextual gap that needs to be reexamined. Wasonga et al. (2014) discovered that increasing stakeholder involvement is essential for improving program ownership and sustainability. Their findings provide both empirical and contextual gaps that need to be examined from a different perspective; therefore, the goal of the current study was to close the gap by examining the project management success factors and sustainable educational infrastructure projects in Kenya a case study of Kajiado County.

### **1.2 Objectives**

The main research objective of his study is to assess the effects of project funding on the performance of education projects in Kajiado.

### **1.3 Theoretical Literature Review**

This section provides a critical overview of the theoretical literature that underpins the current research.

**1.3.1 System theory.** If system theory is not mentioned, the discussion of sustainable development initiatives may be deemed deficient. One idea that has acquired traction across a variety of disciplines is system theory. It has a scientific history that dates back to 1868. Although its origin is unknown, several authors have linked it to Von Bertalanffy (Midgley, 2003). Ludwig von Bertalanffy and colleagues developed a conceptual framework for comprehending some of the various aspects of sustainable development activities. Analyzing various disciplinary disciplines to understand a problem. According to this theory, every strategy for issue resolution, including programs for sustainable development, must take into account systematic thinking, which views any living thing as vulnerable to influence from a wide range of elements coming from both within and outside the organism (Midgley, 2003).

Theory shares a recognition of the need for harmony between humans and their environment or natural world (Yoon & Kuchinke, 2005). According to system theory advocates, consideration must be given to the many environmental factors that interact for sustainable development to take place. Sustainable infrastructure projects in the context of this study comprise systematic and logical processes involving several critical interactions, notably the frameworks of sustainable development projects, managerial support, project planning, monitoring, stakeholder oversight of development plans, and project finance (Yoon & Kuchinke, 2005).. According to system theory, neither people nor groups, organizations, or other organisms, whether they were made by nature or by man, can live in isolation. As inhabitants of an ecosystem, they are part of a complex interdependent environment (Midgley, 2003).

According to this study and system theory, it is essential to approach analysis by first comprehending how a project works as a system within other systems, the capacity, involvement, and development structure of the community may be addressed in connection to the sustainability of development programs. Sustainability in a project necessitates multiple interconnected, logical, and methodical procedures. Based on the system theory used in this study, no organ, whether natural or artificial, is isolated, including people, groups, organizations, and institutions. They live in an environment that has many intricate relationships. Approaching the concerns of community capacity in project management requires a thorough understanding of how a project functions as a system within other systems (Beata et al., 2014).

According to Beata et al. (2014), project management leaders and teams must have the contextual competency of systematic thinking on development, which supports the system theory. System theory may be used to comprehend and express some of the main issues in project sustainability, such as evaluating power and influence, understanding intergroup dynamics, and making changes into consideration while organizing development initiatives (Mendes, 2008).

Education initiatives are open systems with all of the features (inputs, transformation process, outputs, and feedback) that Mendes (2008) mentions, and when one takes into account system theory, one is well-positioned to comprehend sustainability challenges in sustainable development projects. The fundamental ideas of system theory are presented in this work in a way that immediately connects them to initiatives for sustainable development. In their writings, Luhmann (1995) refers to certain fundamental ideas that

provide the basis for system theory, which is used in sustainable development initiatives. They emphasize that the majority of sustainable development initiatives comprise a set of methodical stages, such as assessing community needs, determining capacity, choosing development objectives, establishing objectives, taking steps to achieve those objectives, and other related activities assessing development and incorporating findings into follow-up actions.

Systematic and rational thinking was necessary for all efforts aimed at sustainable development. By extension, any strategic sustainable development project's planning and implementation will need to take into account the community's ability to handle projects and, ultimately, the sustainability of the project's outcomes are influenced, other writers in this research such as Luhmann (1995) and Midgley (2003) concur with principles to help those who plan and carry out sustainable development initiatives by organizing data and recognizing patterns in complex community activities. Project management and the phases of its evolution comply with system theory. When it comes to capacity, the stages of educational infrastructure projects may present distinct difficulties, especially when individuals anticipate that community engagement will be present at every step of the project. Because it endorses project finance as a research variable, the study embraces this theory, which is why this idea was chosen for the investigation.

**1.3.2 Stakeholder theory.** The stakeholder concept appeared with the work of Freeman (1984) which proposes that the task of any organization is influenced by the external environment which is determined by institutional accountability. The institutions or organizations are no longer identified as instruments of shareholders alone, but they are viewed within a societal context, hence the responsibility falls too in the social interest (Lange & Bundy, 2018). Regarding project management practices the theory has two aspects, and according to Lange and Bundy (2018) claim that Anglo-American project management performance criteria demonstrate that management holds an excessive amount of authority and may misuse this position to further their interests at the expense of other stakeholders, including society.

Executive and project managers' compensation has increased extremely quickly, which has created a very shaky relationship between performance and reward, making executive power abuse inevitable. Instead, Lange and Bundy (2018) prefer statutory changes in project management practices where hostile takeovers are not affected and the appointment of executive officers is done on merit. This is because scholars who support this model do not believe that reforms that include shareholders and non-executive involvement in decision-making are suitable ways of monitoring mechanisms (Miles, 2017). The majority of the criticisms of stakeholder theory have been founded on the claim that the performance of any project is primarily dependent on wealth maximization. The theory has been criticized by Jensen et al. (2004) because it presumes a single-valued objective, and they suggest that other issues like information flow from senior managers to lower-level employees, the working environment, and interpersonal relations should also be taken into account when determining how well an institution project performs (Jensen et al., 2004). Because the work of project sustainability is impacted by the external environment, which is decided by institutional responsibility and project funding, the theory is embraced by the

research. Therefore, by including the effects of project funding as an element for project management performance, the theory was adopted.

#### **1.4 Empirical Literature Review**

Son-Turan (2021) looked at finance and employment systems for higher education that remove obstacles, promote sustainable development, and encourage the integration of the sustainability idea into institutional structures. A conceptual model, the Higher Education Sustainability First System (HESFS) expands on concepts from earlier works of literature. The conclusions revealed that for HESFS to operate coherently, a three-pillar, comprehensive strategy with different propositions is required to collaborate with stakeholders. As a result, a strong sustainable infrastructure will make it possible to build an innovative financial model that is practical and to implement a student employment program that is focused on sustainability. Several SDGs might be advanced as a result of the approach (Son-Turan, 2021). A local setting was used to analyze an empirical gap and a contextual gap that the study offers.

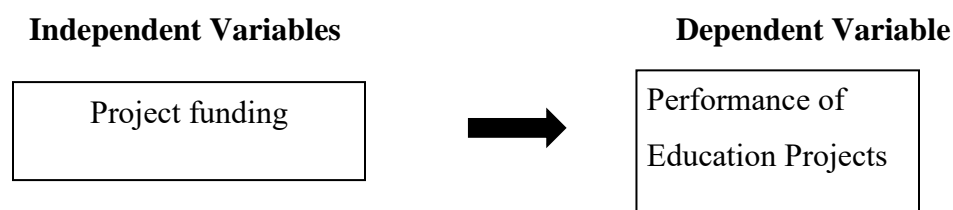
Montenegro de Lima et al. (2020) looked at sustainability finance in higher education. They surveyed the literature on sustainability and analyzed how academic research has been influenced by theory. To better comprehend the intellectual framework connecting the ideas and authors who have explored this issue, the most important writers and theoretical contributions were examined. This study not only makes it possible to understand the existing research environment. It also suggests further study into sustainability in higher education based on the gaps found. The authors selected and studied citations and co-citations in 745 sustainability-related articles in international journals between 1994 and 2018 that were available in the Web of Science database. The conceptual and theoretical relationships in this study were found using the co-citations map, multidimensional scaling, and exploratory factor analysis. The subjects under examination were categorized into five groups: education studies. There is a large body of research in the fields of campus greening and sustainability competences that addresses sustainability-related problems. The management of sustainability in higher education is related with clusters such as sustainability science, co-creation and transfer of knowledge, and sustainability. Concentrating on curricular cluster-related activities (Montenegro de Lima et al. 2020). The study has provided a methodological gap that needs to be examined using a descriptive research design.

Wubah et al. (2021) looked at using zero-energy structures to aid in local community sustainability. This research intends to demonstrate the potential funding sources for a community success platform that supports sustainable development objectives at Higher Education Institutions (HEIs) by using a successful campus infrastructure project. The authors examined initiatives by Millersville University to establish a community-impact, micro-grant fund using financial savings and utility rebates, as well as a new campus zero-energy building, systems thinking conceptual frameworks and creating virtuous cycles. The research offers a case study that other HEIs might apply to establish advantageous cycles that promote the SDGs on their campuses and in their local communities. The case study asserts that, even though HEIs are experiencing severe financial difficulties, there are chances to use charitable giving and other forms of funding to promote community

development and reinvigorate institutions using a shared responsibility paradigm based on the SDGs. Along with identifying specific funding sources that HEIs can use to finance campus and community sustainability projects using the SDG framework, this case study presents a conceptual model for thinking about opportunities to leverage philanthropic giving to create a positive feedback loop that increases university vitality through community impact.

### 1.5 Conceptual framework

The study was guided by a conceptual framework that presents and defines the viewpoints that attempt to explain the research problem under the study.



**Figure 1 Conceptual Framework**

## 2. Methodology

The study employed a descriptive research design. The objective of the descriptive study design was to describe behaviour without in any way modifying it. Before applying quantitative research designs, the design is typically used to find useful cues about the variables that will be examined (Bordens & Abbott, 2017). The research study employed a quantitative research design since the main objective is frequently to better understand the research study, thus the findings should be able to be used across a wide range of institutions. The researcher targeted 200 respondents who were selected from the county building and planning department, and committee members of the NG-CDF to serve as the study's population.

The study used stratified random sampling was used, which Creswell and Creswell (2018) found to be objective and give the entire population an equal chance of being chosen. Kothari and Garg (2015), a sample is the division used in representing a large unit to reflect the features of the population. Cooper and Schindler (2018) noted to prevent biases, the study sample size should be random and 1-10% of the population should be regarded as a suitable sample, as recommended by Saunders et al. (2018). Because there aren't many staff, the study adopted 50% representation.

Questionnaires are preferred by the researcher since the study that has used them and questionnaires are recommended to be economical and they are easily administered as well as time-saving (Saunders, Lewis, & Thornhill, 2018). The researcher(s) chose to use questionnaires because they are a convenient, efficient, and cost-effective way to collect qualitative data. Primary data was collected using structured questionnaires.

The qualitative data were analyzed using simple statistics and SPSS. The raw data gathered from the field was coded before the generalization of the findings was made. The



results were analyzed using descriptive statistics and presentations were in tables. Inferential statistics were used to show the connection that exists between the study variables. The study used the Pearson correlation matrix. Pearson correlation helped in predicting and describing the association between the variables in terms of magnitude and direction. The correlation test at a 5% level of significance with a 2-tailed test was conducted. Analysis of variance (ANOVA) was adopted to disclose the complete model significance. The calculated f statistic was compared with the tabulated f statistic. A critical p-value of 0.05 was used to determine whether the overall model was significant or not.

### 3. Empirical Analysis

Results show that 86 respondents in total completed the questionnaire in full, representing an 86% response rate. Kothari and Garg (2015), a response to a research study that exceeds 51% is deemed appropriate; anything over 60% is deemed good; and anything above 70% is deemed excellent. Of the total of 86 legitimate responses (n = 86). The majority who took part were male while regarding age the majority were 48 or older, followed by respondents whose age were between 36 and 39, then 40 and 47 and none were under the age of 23. A good variety of ages can be seen in the respondents' responses, with the bulk of them in the middle of their lives. The majority had bachelor's degrees, master's degrees, and diploma-level education, and none had secondary or basic schooling as highest level of education. The most of responders claimed they had been there between three and six years. Those with one to two years of tenure were followed by those with seven to ten years of tenure, and those with more than sixteen years of tenure were the least. Finally, the majority of county employees worked in the county building and planning department. And finally, the county was the workplace of the majority of respondents, whereas 15 per cent reported working at the NG-CDF office.

**Table 1**

*Model Summary for Project Funding*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 <sup>a</sup>	.512	.304	.65286

a. Predictors: (Constant), Project funding

The main research purpose was to analyze the effects of project finance on the performance of educational projects. In a regression study, the dependent variable was the performance of education projects, and the predictor component was project funding. As shown in Table 1, Regression analysis showed a correlation,  $R = 0.798$ , indicating that project funding and performance of education projects are intrinsically connected, with  $R^2$  equal to 0.512, indicating that a variation in project funding can explain 51.2% of the variation in performance of education projects.

**Table 2**  
*ANOVA<sup>a</sup> Results for Project Funding*

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	21.617	1	21.617	50.702	.000 <sup>b</sup>
1	Residual	38.179	85	.371		
	Total	59.786	86			

a. Dependent Variable: Performance of education projects

b. Predictors: (Constant), Project funding

The value  $F = 50.702$  indicates that project funding has a significant impact on the performance of education projects, demonstrating that the model matches the data nicely project funding has a significant impact on the performance of education projects. With a .000 significance level, that is less than 0.05, the dependent variable is significantly predicted by the regression model. Table 2 summarizes the findings.

**Table 3**  
*Regression Coefficients<sup>a</sup> for Project Funding*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.620	.329		4.926	.000	.869	2.727
Project funding	.586	.082	.798	7.121	.000	.423	.749

a. Dependent Variable: Performance of education projects

According to the study's findings, adding project funding has a considerable influence on the performance of education projects. The data indicate that project funding is associated with the performance of education projects;  $p \leq 0.05$  ( $p = 0.01$ ). Project funding statistically significant values ( $t = 7.121$ ,  $p \leq 0.05$ ), meaning that increasing the mean index of project funding should enhance the performance of education projects by 586 units (58.6 per cent). The regression model used to explain the Table 3 results is as follows: Project budget for long-term educational infrastructure =  $1.620 + 0.586$ . The model demonstrates that project

funding has a favourable impact on the performance of education projects. Which shows that project fundings has a positive influence on performance of education projects.

#### 4. Conclusions

The results revealed that project financing significantly affects the performance of education projects, demonstrating that the model fits the data well and that project funding significantly affects the performance of education projects. The study also concluded that project funding and the performance of education projects are fundamentally related and that the values of project funding are statistically significant. and concluded that project funding significantly affects the performance of education projects. As a result, the benefits of project funding are statistically significant and the performance of education projects and project funding are fundamentally related, indicating that a unit change in project funding can explain the variation in the performance of education projects. Since project funding significantly influences the performance of education projects, the study recommends that the national and county governments involve stakeholders in their project financing activities. The study suggests that the national and county governments include stakeholders in their project financing efforts since project finance has a substantial impact on how well projects will perform. The performance of education projects would be improved if the level of accountability well documented and monitoring and evaluation are practiced. The findings suggest that all parties involved, including the national and county governments, should have a clear strategy on how they will finance their education initiatives. This would guarantee that the projects are completed in the manner necessary to accomplish the stated goals. The report also recommends that the national and local governments, who are stakeholders, regularly assess the different financing options.

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