



INFLUENCE OF STAKEHOLDER MANAGEMENT ON SUCCESS OF DIGITAL LITERACY PROGRAMME IN WESTERN KENYA

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Abstract: Stakeholder management significantly improves the probability of projects being successfully implemented. Cases of project failure associated to poor stakeholder management practices continue to be reported despite many studies highlighting areas that have been weighed and found wanting. Various studies have made various recommendations but improvements with regards to institutionalizing best stakeholder management practices appear to be insignificant especially in the public sector. This study sought to establish how stakeholder management influences success of DLP in Western Kenya. The study adopted a descriptive survey, correlational and cross-sectional survey design. The study population comprised of 31,460 members of Board of Management under Ministry of Education in Western Kenya counties of Kakamega, Bungoma, Busia and Vihiga. Stratified random sampling design was used to select 380 respondents from the four counties. Primary data was collected using self-administered questionnaires. Data processed using descriptive analysis and multiple regression analysis was done using Statistical Package of Social Science (SPSS) Version 20. The composite mean for Stakeholder Management of the board of management for public primary schools in Western Kenya was 3.9335 and standard deviation of 0.6868. This is an indication that the board of management of various schools agreed that stakeholder management practices were considerably effective in enhancing the success of Digital Literacy Programme in public primary schools in Western Kenya. Stakeholder management and project success of Digital Literacy Programme had a correlation of $r = 0.574$ with a $p\text{-value} = 0.000 < 0.05$; indicating that there was a statistically significant positive relationship between the variables. The R-squared value for the study was 0.330 which indicates that 33% of the variability in the success of Digital Literacy Programme could be accounted for by Stakeholder management. The ANOVA results was: $F(1, 347) = 170.547$, $P = 0.000 < 0.05$, indicating that Stakeholder Management influenced the Success of Digital Literacy Programme in Western Kenya. The study concluded that stakeholder management practice is important for the success of Digital Literacy Programme in public primary schools; the study therefore recommends the continuous application of stakeholder management practices by board of management in public primary schools to enhance the success of projects.

Key Words: *Stakeholder Management, Success of Digital Literacy Programme(Project Success)*

Introduction

Relationship between a project and the management of its stakeholders is central to the success of projects (Johansena, Ekambaram, Anandasivakumar & Youcef, 2015). According to Späth and Scolobig (2017) the purpose of a project is to deliver benefit to its stakeholders. Therefore, a project can only be successful if stakeholders are first motivated and in return have contributed to the project stakeholder benefits. The benefits are the driver for the project and achievement of stakeholders' objectives is the driver for project success.

Projects can only be successful through contributions from stakeholders, and it is the stakeholders that evaluate whether they find the project successful beyond receiving the project deliverables. More often than not, the criteria is implicit and changes during the project course. This is an enormous challenge for project managers. The route to better projects, lies in finding ways to improve project stakeholder management, i.e., project managers must consider stakeholder's interests, needs and requirements and manage them ensure project success (Shen, Ho, Drew & Xue, 2014). Many scholars have cited "the ignorance or poor stakeholder management" as one of the key reasons responsible for project failure (Aaltonen, 2010). Various studies have also claimed that the inability of project managers to consider the concerns, claims and influences from project stakeholders is a reason for project failure and highlight the importance of managing stakeholders (El-Sawalhi & Hammad, 2015). As a result, the management of project stakeholders is now widely acknowledged as an essential part of project management and as a factor contributing to project success.

Statement of the Problem

Digital Literacy Programme (DLP) is one of the key Vision 2030 flagships programmes highlighted by the government of Kenya, meant to prepare young people for today's and future realities (Information and Communication Technology Authority, 2019). The programme is being executed through a multi stakeholder approach (Teachers Service Commission, Board of Management representing Ministry of Education, Parents Teachers Association (PTA), Kenya Institute of Curriculum Development (KICD) and Ministry of Information Communication and Technology. Inadequate stakeholder management has resulted to poor designing of the project and poor implementation of school projects. According to a report by Kenya Institute of Curriculum Development (KICD) only 39% of teachers use ICT in teaching, with many public primary schools keeping the laptops under key and lock in some store and teachers disinterested or awaiting further guidelines on the way forward (KICD, 2016). This is attributed to reduction by 5.5 billion in 2018 budget allocation for implementation of DLP, lack of clear guidelines on implementation of the project, inadequate capacity to implement the project on schedule, and management problems arising during execution of the project in public schools (GoK, 2017; RoK, 2018). This has led to a section of stakeholders (teachers and Kenya National Union of Teachers) questioning the viability and readiness of electronic learning. With the state of public primary infrastructure poor, especially in rural areas and semi urban areas, reduction of budget, rampant blackouts predominantly in rural areas, tendering rows in courts, lack of adequate integration of ICT into teaching and power struggles among the implementation agencies and teams, the success of this project appears ambitious (RoK, 2018; Awuor & Kaburu, 2014); notwithstanding the compounding effect of Coronavirus Disease 2019 (COVID 19). It is against this backdrop that this study purposes to investigate the influence of stakeholder management on project success of Digital Literacy Programme (DLP) in Kenya with specific focus being Western Kenya.

Research Hypothesis

H₀₁: Stakeholder Management has no significant influence on success of Digital Literacy Programme in Western Kenya.

Literature Review

Theoretical Framework

This study was based on stakeholder theory postulated by Freeman (1984). According to stakeholder theory, a project consists of various stakeholders whose participation is critical for project success, a view in line with

this study. Furthermore, the theory states that every individual or a group involved in a project will always safeguard their interests. The theory touches on stakeholders' management in relation to the project and its outcome. This theory examines personalized preferences while attempting to satisfy as many of those preferences as possible. Generally, stakeholder theory argues that every individual or a group involved in a project do so to safeguard their interests. The theory postulates that project managers need to ensure that all stakeholders are satisfied with the project implementation process and that stakeholder' interests and their relationship is well taken care of for the long-term success of the project. Stakeholders are individuals or groups that have interests on the project that is being undertaken (Macharia, 2013). This theory is further supported by Friedman (2006) who states that the organization should be thought of as grouping of stakeholders and the purpose of the organization is to manage their interests, needs and viewpoints.

Freeman (1984) defines a stakeholder as any group or individual who can affect or is affected by the achievement of the organization's objectives. In other words, stakeholders are individuals or groups that either directly or indirectly are affected by the performance of the organization. Stakeholder management involves taking on board all the stakeholders at each stage of the project (Fraz *et al.*, 2016). According to Project Management Body of Knowledge (PMBOK) project stakeholders are individuals and organizations that are actively involved in the project or whose interest may be positively or negatively affected as a result of project execution or project completion. According to Späth and Scolobig (2017), stakeholder empowerment is central to participation and it is assumed that higher levels of empowerment improve planning processes. Furthermore, the concept of stakeholder empowerment can be used to evaluate qualitatively the levels of participation in a decision making process which on the basis of a documentary analysis, can be evaluated for each phase the degree of stakeholder empowerment operationalized as information (provision of information to stakeholders by process owners), consultation (stakeholders' perspectives are elicited by the process owner) and cooperation (stakeholders view taken into account in decision making including delegation of tasks with power to initiate processes with process owner acceptance).

According to Hussein *et al.* (2015) over the last two decades, there has been a lot of research on the concept of project success criteria. The benchmark for measuring project success varies among different stakeholders and perhaps it's the reason as to why stakeholders' differences remain a challenge in project management (Hammond, 2018). However, it's worth noting that the relationship between a project and the management of its stakeholders is central to the success of projects (Johansena, Ekambaram, Anandasivakumar & Youcef, 2015; Späth & Scolobig, 2017). To define project success, it is also an important step in determining success factors, which refer to a set of project parameters and variables significantly correlated to project success and their maximization or minimization, achieves project success (Fraz *et al.*, 2016). According to Späth and Scolobig (2017) the purpose of a project is to deliver benefit to its stakeholders. Therefore, a project can only be successful if stakeholders are first motivated and in return have contributed to the project stakeholder benefits. The benefits are the driver for the project and achievement of stakeholders' objectives is the driver for project success. Many scholars have cited "the ignorance or poor stakeholder management" as one of the key reasons responsible for project failure (Aaltonen, 2010). Various studies have also claimed that the inability of project managers to take into account the concerns, claims and influences from project stakeholders is a reason for project failure and highlight the importance of managing stakeholders (El-Sawalhi & Hammad, 2015; Wessinger, 2012; and Yang *et al.*, 2011). As a result, the management of project stakeholders is now widely acknowledged as an essential part of project management and as a factor contributing to project success.

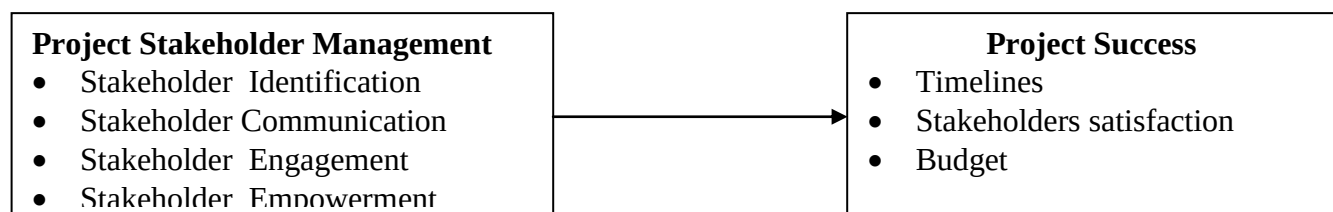
This theory over the years has been accused of being vague and ambiguous to the way organizations work. Some critics argue that the problem of heterogeneity within stakeholders and pressure groups creates a situation

where multiple interests and multiple roles arise and therefore accountability suffers. This creates a situation where any management decision can be justified by referring to one of the stakeholders. Furthermore, while the organization has its interests, these interests are determined by its relations to primary and secondary stakeholders and therefore should a change in the relations happen, the interests of the organizations change accordingly (Winn, 2001; Fassin, 2008). These views are supported by Harrison and Freeman (1999) who noted that members within a group or category are not all homogeneous and therefore stakeholder theory ignores intra-stakeholder heterogeneity.

In this regard and based on the review of previous studies on project stakeholder's management, this study will seek to confirm whether stakeholders' influences project success, given that most of the studies reviewed look at projects with relatively simple relationships. Previous studies also indicate a bias towards stakeholder identification and prioritization, rather than how they influence project success, which this study intends to fill the gap. The outcome will add value to existing literature, particularly for projects with heterogeneous stakeholders involved in the project like the case of Digital Literacy Programme.

Conceptual Framework

A conceptual framework is defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Kombo & Tromp, 2009). As indicated in Figure 1.0, project success was used as dependent variables while stakeholder management practices were used as independent variables. Stakeholder management processes that informed the choice of practices that influence project success for the study are stakeholders' identification, engagement and empowerment in project review and outcome and stakeholders' involvement in project implementation (Tero, 2014). Project success is dependent on the implementation of project management practices which informs the choice of dependent variable for this study (Fraz et al., 2016). The classic criterion of project success is a measure of the performance of a project against its main design parameters, which are schedule, budget, scope, and quality (Luo & Yin, 2014). The project was deemed as successful in this study, by measuring the following indicators: extent to which the project, meets schedule (timelines) requirements, satisfies stakeholders and meets the budget constraints (Macharia, 2013).



Independent Variables

Dependent Variable

Figure 1: Conceptual Framework

Stakeholder Management Practices

Freeman (1984) defines a stakeholder as any group or individual who can affect or is affected by the achievement of the organization's objectives. In other words, stakeholders are individuals or groups that either directly or indirectly are affected by the performance of the organization. Stakeholder management involves taking on board all the stakeholders at each stage of the project (Fraz et al., 2016). According to Project

Management Body of Knowledge (PMBOK) project stakeholders are individuals and organizations that are actively involved in the project or whose interest may be positively or negatively affected as a result of project execution or project completion.

The extant research suggests that project success involves not only the iron triangle factors i.e. cost, time and quality, but also the effective management of the stakeholders involved (Jepsen & Eskerod, 2013). Relationship between a project and the management of its stakeholders is central to the success of projects (Späth & Scolobig, 2017). According to Späth and Scolobig (2017) the purpose of a project is to deliver benefit to its stakeholders. Therefore, a project can only be successful if stakeholders are first motivated and in return have contributed to the project stakeholder benefits. The benefits are the driver for the project and achievement of stakeholders' objectives is the driver for project success. Many scholars have cited "the ignorance or poor stakeholder management" as one of the key reasons responsible for project failure (Aaltonen, 2010). Various studies have also claimed that the inability of project managers to take into account the concerns, claims and influences from project stakeholders is a reason for project failure and highlighted the importance of managing stakeholders (El-Sawalhi & Hammad, 2015; Wessinger, 2012; and Yang *et al.*, 2011). As a result, the management of project stakeholders is now widely acknowledged as an essential part of project management and as a factor contributing to project success.

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Project Success

The term projects success continues to generate a lot of debate with no consensus regarding the criteria to evaluate success among project management practitioners and academicians (Gomes & Romão, 2016; Hussein, Ahmad & Zidane, 2015). According to Hussein et al. (2015) over the last two decades, there has been a lot of research on the concept of project success criteria. The benchmark for measuring project success varies among different stakeholders and perhaps it's the reason as to why stakeholders' differences remain a challenge in project management (Hammond, 2018). The authors note that the current research within this field could be grouped into the following three areas: an assessment of project success at or after project completion, the importance of defining project success criteria up-front in the project for managing the project and the potential threats and challenges influencing the initial definition of project success criteria.

In the same school of thought Rodrigues et al. (2014) notes that the present the main approaches reported in the literature review, suggests some consensus among authors about the criteria of time, budget and quality compliance as core assessment elements of a project success. However, they posit that a number of authors with a contrary view argue that the success of a project is multidimensional (Han, Yusof, Ismail, & Aun, 2011; Baccarini, 1999; Jugdev & Moller, 2006; Pinto & Slevin, 1988). Triple constraint (Time, cost and quality) only assess the internal efficiency of the project or its management, so project outcomes and products success criteria, like client satisfaction, market share, or profitability, should also be considered (Rodrigues et al., 2014).

According to Davis (2016), time and cost were considered as resources and quality as customer satisfaction in contrast to using them as separate entities. Therefore, the four universal dimensions of success from an empirical study were; project efficiency, impact on customers, business and direct success and strategic potential (preparing for the future). Customer satisfaction was the most important criterion for measuring project success. To this end, project success definition becomes broader with the additional dimensions like client satisfaction, realization of customer objectives, end-user's satisfaction, and the satisfaction of other groups of stakeholders (Gomes & Romão, 2016).

Empirical Studies

Literature reviewed on project management practices reveals that a lot of surveys regarding stakeholder involvement and project success have been undertaken. Most authors (Fraz et al., 2016; Kelbessa, 2016; Molwus, 2014; Macharia, 2013; Hamma, 2013) are of the view that stakeholder management is positively correlated to project success as discussed below. During project implementation, conflicts or power struggles among stakeholders may arise which could have serious implication on project performance. As the number of stakeholders interested in the project increases, so does the complexity of the project (Aladpoosh, Shaharoun & Saman, 2012).

Macharia (2013) conducted a study to assess influence of stakeholders' involvement in project identification, project planning, project execution and project review on project outcome. The findings reveal that stakeholders' involvement in project implementation contributed most to project outcome followed by project review, then project planning while projects identification had the least influence on project outcome. Further, the result shows that there is a positive association between stakeholders' involvement in project review and project outcome which this study intends to find out. According to Fraz et al. (2016) studies on effect of project management practices on project success in make-to-order manufacturing organizations which employed use of questionnaire to collect data, found out that stakeholder management as one of the project management practices knowledge areas under the study was significantly correlated with Project Success. Stakeholder management was found to be significantly correlated with project success.

Hamma (2013) investigated the stakeholder management in construction projects in the Gaza Strip. The main factors found to affect stakeholder management process were hiring a project manager with high competency, transparent evaluation of the alternative solution, ensuring effective communication between the project and its stakeholder, setting common goal and objective of the project, and exploring the stakeholder need and expectation. The client and donor were the main key stakeholders, who have the most influence in the construction projects in the Gaza Strip. Molwus (2014) aimed to develop a comprehensive framework for stakeholder management in construction projects in order to enable the industry to tap the full benefits of stakeholder management in the United Kingdom. Based on a combination of the findings from literature review and data analyses, a life cycle-based framework for stakeholder management in construction projects was developed using Integrated Definition (IDEF) modeling.

Kelbessa (2016) assessed the role of project stakeholder management process on public project performance in Ethiopia. Senior staffs who had worked on public project management were contacted. The findings of this study indicated that the main project stakeholder management input factors that affected the performance of project stakeholder management process were: - Information Inputs Groups, Management Factor Groups and Stakeholder Estimation. The findings also identified the main problem areas in project stakeholder management process. Stakeholder identification and project stakeholder management plan development were inadequately performed according to the studied projects.

El-Naway, Mahdi, Badwy and Al-Deen (2015) provided an approach for effective management to the stakeholders of construction projects in Egypt. The result of this survey indicated that the most effective ten factors that had a great influence on proper and effective stakeholders management were: Managing Stakeholders with social responsibilities, Defining and formulating a clear statement of Project Missions, Formulating appropriate strategies to manage stakeholders, Building trust between project top management and the most engaged stakeholders in the project, exploring stakeholders needs and constraints in projects, ensuring effective communication for all project stakeholders, identifying stakeholders, promoting a good relationship with stakeholders, understanding the areas of stakeholders interests and prioritizing stakeholders by their power and influence on the project.

Nauman and Piracha (2016) aimed to identify the most significant project stakeholders and investigate the relationship between them. Critical success factors (CSFs) approach was used to identify the essentials of project stakeholder management for effectively managing construction projects. Results reveal that the clients and end users were ranked as the most important project stakeholders. Moreover, exploring stakeholders' needs and constraints to projects was found to be the most critical factor for successful project stakeholder management, whereas keeping and promoting a good relationship by building trust and commitment among stakeholders stood second.

In this regard and based on the review of previous studies on project stakeholders management, this study sought to confirm whether stakeholders strongly influences project success, given that most of the studies reviewed look at projects with relatively simple relationships yet most projects in the real world, have complex and nonlinear relationships. Previous studies also indicate a bias towards stakeholder identification and prioritization, rather than how they influence project success, which this study intends to fill the gap. The outcome adds value to existing literature, particularly for projects with heterogeneous stakeholders involved in the project like the case of Digital Literacy Programme.

Methodology

The study adopted a combination of descriptive survey, cross-sectional survey and correlational design. The target population for this study was 31,460 Board members of public primary schools in four counties of Western Kenya namely Kakamega, Bungoma, Busia and Vihiga. The study used stratified random sampling technique to identify a sample of 380 from each strata and county. The research instruments for data collection in this study were by use of a self-administered structured questionnaire. Pilot study was conducted to establish validity and reliability of research instruments. Quantitative data was analyzed using both inferential and descriptive statistics. Inferential statistics such as Pearson correlation coefficient and simple linear regression model were used. Descriptive analysis involved determining the means, standard deviation and averages of the responses. To interpret the 5-point Likert scales, factor analysis based on principal components analysis with varimax rotation for specific items of both the dependent variables and independent variables was conducted. Simple linear regression analysis was employed to test the study hypotheses by testing the statistical significance of the independent variables (Stakeholder Management) on the dependent variable project success (Success of Digital Literacy Programme). Pearson Correlation analysis was used to determine the strength and direction of the relationship between independent variable and the dependent variable. The study dataset was tested for purposes of inference or prediction, if it satisfied all the assumptions of this linear regression model which included: Normality, Linearity, Homoscedasticity and presence of outliers. Regression analysis was used to examine how changes in the independent variable influenced change in the dependent variable.

To test individual hypothesis, the study used the following regression model;

H₀₁: Stakeholder Management has no significant influence on success of Digital Literacy Programme in Western Kenya.

Project Success = *f* (Stakeholder Management+ random error),

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

Findings and Discussions

Descriptive statistics indicated that majority of the respondents agreed that people selected as stakeholders benefit from projects initiated, that the project team members are selected at a point that they have the greatest impact on the project, agreed that the project team or organization selected holds a position from which they can influence the project, that people selected have requisite skills to handle the project and freely voice their concerns if need be before decision are made and lastly agreed that people selected as stakeholders had competing agendas which were not revealed at the start of the project. The composite mean for Stakeholder Management of the board of management for public primary schools in Western Kenya was 3.9335 and standard deviation of 0.6868 (78.5% mean response). This is an indication that the board of management of various schools agreed that stakeholder management practices were considerably effective in enhancing the success of Digital Literacy Programme in public primary schools in Western Kenya as shown in Table 1. This implies that stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment are the main constructs of stakeholder management that explain for the changes observed in success of Digital Literacy Programme in Western Kenya.

Table 1: Descriptive Analysis for Stakeholder Management:

1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree.

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
People selected as stakeholders benefit from projects initiated.	4 1%	11 3%	12 3%	272 78%	50 14%
The project team members are selected at a point that they have the greatest impact on the project.	6 2%	36 10%	7 2%	241 69%	59 17%
The project team or organization selected holds a position from which they can influence the project.	10 3%	13 4%	10 3%	184 53%	132 38%
People selected have requisite skills to handle the project and freely voice their concerns if need be before decision are made.	13 4%	14 4%	5 1%	248 71%	69 20%
People selected as stakeholders had competing agendas which were not revealed at the start of the project.	14 4%	7 2%	132 38%	153 44%	43 12%
Average level of Stakeholder Management	Mean(%Mean) 3.9335 (78.5%)	Std. Dev. 0.6868	Std. Error of mean 0.0368	Minimum 1.00	Maximum 5.00

Table 2: Correlation Summary Matrix

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

Table 3: Linear Regression Analysis between Stakeholder Management and Success of DLP in Western Kenya

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.574 ^a	.330	.328	0.45520		
a. Predictors: (Constant), Stakeholder Management b. Dependent Variable: Project Success						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.338	1	35.338	170.547	.000 ^b
	Residual	71.901	347	0.207		
	Total	107.239	348			
a. Dependent Variable: Project Success						
b. Predictors: (Constant), Stakeholder Management						
Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		β	Std. Error	Beta		
1	(Constant)	2.273	0.142		16.023	.000
	Stakeholder Management	0.464	0.036	0.574	13.059	.000
a. Dependent Variable: Project Success						

Inferential analysis indicated that stakeholder management had a significantly strong positive relationship with the project success of Digital Literacy Programme in Western Kenya, since an improvement in the stakeholder management was likely to result to an improvement in the success of Digital Literacy Programme in Western Kenya.

The ANOVA test results from Table 1.2 were $F(1, 347) = 170.547$, $P = 0.000 < 0.05$; an indication that the Simple Linear Regression model was a good fit to our dataset. The model (Stakeholder Management) was able to explain 32.8% of the variation in the Success of Digital Literacy Program in Western Kenya as indicated by the Adjusted R Square = 0.328 as shown in the model summary of Table 4.30. The regression Coefficient results showed that $\beta = 0.464$, $t = 13.059$, $p = 0.000 < 0.05$; hence stakeholder Management had a statistically significant influence on the Success of Digital Literacy Program in Western Kenya. Stakeholder Management had a positive standardized beta coefficient = 0.574 as shown in the coefficients results of Table 1.2; The findings presented show that Success of Digital Literacy Programme is predicated to improve by 0.568 when the Stakeholder Management practice variable goes up by one in Western Kenya. To predict the Success of Digital Literacy Programme (Project) in Western Kenya when given the level of Stakeholder Management, the study suggests the use of the following model;

$$\text{Project Success} = 2.273 + 0.464 \text{ Stakeholder Management}$$

The results of this study are hence found to be consistent with past studies undertaken, including Fraz *et al.* (2016); Kelbessa (2016); Molwus (2014) and Macharia (2013). The study findings affirms previous findings that formulating appropriate strategies to manage stakeholders, building trust between project top management and the most engaged stakeholders in the project, exploring stakeholders needs and constraints in projects, ensuring effective communication for all project stakeholders, identifying stakeholders, promoting a good relationship with stakeholders, understanding the areas of stakeholders interests and prioritizing stakeholders by their power and influence on the project is key to a successful project. This implies that a stakeholder engagement plan should be developed to engage the stakeholders throughout the project's life (Project Management Institute, 2017). Stakeholder engagement needs to be managed as well in all phases of the project life cycle and this entails timely communication and working hand in hand with stakeholders to address issues as they arise (Dagli, 2018).

Table 4 : Results of the Hypothesis

S/No	Hypothesis	Decision
H ₀₁	<i>Stakeholders Management has no significant influence on success of DLP in Western Kenya.</i>	Reject H ₀₁

Success of Digital Literacy Programme in Western Kenya depends on early identification and evaluation of risk which aids in development of risk mitigation plan that reduce the impact of unexpected events. It is important that the project team to always consider potential risks in the planning phase and weigh against the potential benefits. Managing stakeholders is crucial to managing risk. All stakeholders should be involved in decision making. The results collaborate well with theoretical underpinning as well as previous empirical studies.

Conclusion and Recommendations

The study concluded that success of Digital Literacy Programme was positively influenced by stakeholder management. The study notes that, it is crucial to have people selected as stakeholders benefit from projects initiated. Also, the project team or organization selected should hold a position from which they can influence the project success. That is, stakeholder should have requisite skills to handle the project and freely voice their concerns if need be before decisions are made. The main constructs of stakeholder management that explains for the changes observed in success of Digital Literacy Programme were stakeholder identification, stakeholder communication, stakeholder engagement and stakeholder empowerment. The findings of this study are expected to provide researchers and public sector practitioners with more insight in handling project matters and stakeholder management activities. The study recommends the continuous application of stakeholder management practices as one of the key project management practice to enhance project success.

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